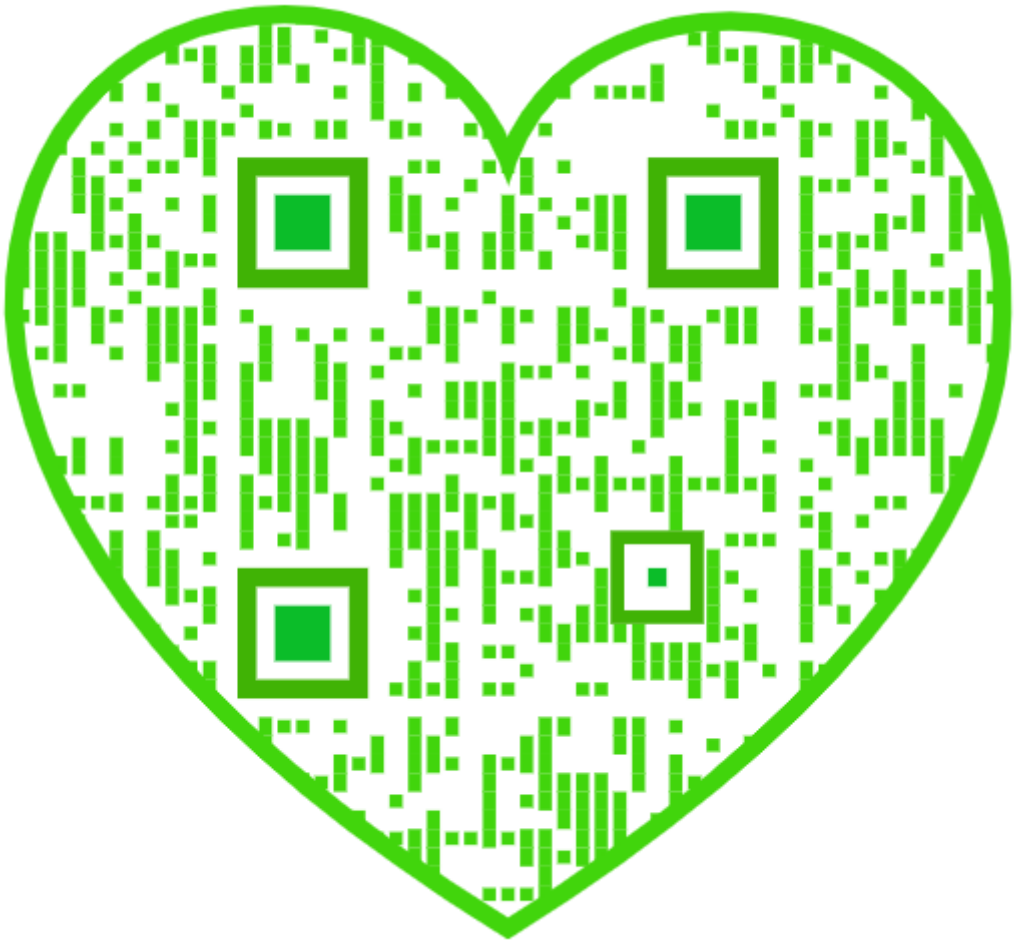
SHORT-HAND SIMPLIFIED



Class Z56

Book .D26a

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SHORTHAND SIMPLIFIED

A COMPLETE TEXT BOOK

ON

PHONOGRAPHY

Presenting the Subject in a Very Clear
and Comprehensive Manner; also
Containing a Special
Chapter on

CAPITALIZATION AND PUNCTUATION

BY

GEORGE W. DAVIS

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no 1

Preface

THIS revised edition of Shorthand Simplified is the result of an earnest effort on the part of the author to further make the study of shorthand easier, particularly to the pupil of only average ability, and at the same time to make it much more interesting to all. The work has been thoroughly tested in the schoolroom and found in every way satisfactory.

The arrangement of the subject matter, and the division of the lessons make the book particularly adaptable to High Schools and Colleges.

No changes of moment have been made in the system as presented in former editions, so no confusion will be experienced in taking up the new book by those who have used the old.

"Position" is taught from the beginning, and the pupil soon writes words in their natural position without apparent effort.

The sentences in both the reading and writing exercises, which begin with the second lesson, have been selected with great care and only such words or outlines used as will not conflict with subsequent principles.

The arrangement of the words in columns in the writing lessons, with each one numbered, will be found advantageous to both teacher and pupil, while the questions at the end of each lesson will be serviceable to the pupil in enabling him to determine for himself how thoroughly he understands the lesson.

The large amount of additional matter, in the form of sentences, both to read and to write, which has been added, will be found ample for those who desire much of this work to do. If there is more than some teachers require, part may be omitted.

The high character of the engraving and printing will be appreciated by all, and it is hoped, will inspire in the pupil a desire to do neat and accurate work, which is so essential to success.

Remarks to the Student

WHEN YOU ENTER upon the study of Shorthand, do so with a determination to *stick to it* till you can do good work. Do not get the erroneous idea that shorthand can be learned only by a talented few. There is nothing of mystery about the art; its principles are simple, and a given degree of proficiency in it can be obtained more quickly than in either grammar or arithmetic.

MASTER EACH LESSON

If you will accept advice of the utmost importance, you will master each lesson as you proceed, no matter how long it may take you. Do this, and you will be surprised at the ease with which shorthand can be learned. Many, in their eagerness to "get through the book," skim over the lessons, and, as a result, get the principles confused; are unable to write correctly, consequently cannot read their notes.

PAPER—PENCILS

Use good paper and good pencils; they are necessary to good work. Shorthand note books opening at the end are generally preferred. Beginners will find the use of double or triple lined paper of assistance in getting their strokes of uniform length, which is very important.

Make your outlines small, and make them well. About one-eighth of an inch is the standard used in this work, and that size is found very satisfactory to most pupils.

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Lesson No. 1

Learn the following phonographic characters:

Phonographic Character.	Consonant Sound it Represents.	Phonographic Character.	Consonant Sound it Represents.
	p		s
	b		z
	t		(called *ish*) sh
	d		(called *zhay*) zh
	(called *chay*) ch		(called *lay*) l
	j		y
	k		(called *ray*) } two signs r
	(called *gay*) g		(" *ar*) } two signs r
	f		(called *way*) w
	v		m
	as in *thin* (called *ith*) th		n
	as in *then* (called *the*) th		(called *ing*) ng
			(called *hay*) h

NOTE. The arrow is used above merely to show the direction in which the stroke is written.

REMARKS

1. The foregoing list contains the *consonants* of the phonographic alphabet. It will be noticed that these consonants are represented by light and heavy strokes. These correspond exactly with the sounds; thus, *p*, having a light sound, is represented by a light stroke, and *b*, having a heavy sound, is represented by a heavy stroke, and so on through the alphabet.

2. In writing the characters, make the light lines very light and give just pressure enough to the heavy ones to make them distinguishable.

Form the letters with one stroke of the pen or pencil; never go over a line to "touch it up" or to make it heavy. The heavy curves should taper to a light line at each end.

3. Hold the pen between the *thumb* and *first finger*, the same as for longhand, but less inclined. Do not clinch the pen, as that hinders speed and makes the writing stiff and tiresome.

4. The alphabet should be written and re-written until the characters can be formed readily and well. Page after page may be filled with profit.

5. Use a fine pen or a sharp, stenographic pencil. When practicing, have several well-sharpened pencils, so that as soon as one becomes dull another may be taken.

METHOD OF WRITING

6. Two of the characters, *l* and *sh*, are written both upward and downward.

(*a.*) When *l* is written upward it is called *lay*, and when written downward it is called *el*.

(*b.*) When *l* stands alone, that is when it is the only stroke in the word, it is always written *upward*.

(*c.*) When *sh* is written downward it is called *ish*, and when written upward it is called *shay*.

(*d.*) When *sh* stands alone, that is when it is the only stroke in the word, it is always written *downward*.

7. All horizontal strokes (*k*, *gay*, *m*, *n*, *ing*) are written from left to right.

8. *Hay*, and the straight line for *r* (*ray*), must always be written *upward*. *All other inclined* strokes (except *lay* and *shay*) are written downward.

9. *Ray*, being written upward, is more slanting, when standing alone, than *chay*, which is always written downward. They are thus easily distinguishable.

The slant of an inclined stroke may sometimes be varied slightly, in order to secure a sharper angle with the stroke to which it is joined.

chay-ray ray-k ray-p f-n f-p lay-s lay-m

10. The pen or pencil *should not be lifted* in writing any group of consonants; thus,

p-t p-chay p-ray p-p p-b b-p m-m

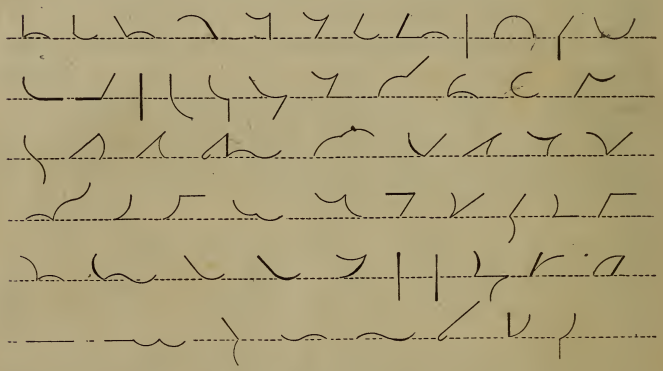
n-m-lay b-ar-k f-k lay-shay m-ish f-v ray-el

11. In writing *pb* (see preceding illustration) begin with a light line and gradually increase to a heavy one. In writing *bp* begin with a heavy line and gradually taper to a light line. *Pp* is one continuous light line.

12. Two or more consonants joined together are called an outline.

13. Read the following exercise over and over until every outline can be read without hesitation.

READING EXERCISE —LESSON No. 1



14. Write again and again the phonographic outlines in the following exercise until you can form the characters quite readily and well. Give but little extra pressure to the pen or pencil in writing the heavy lines. Make all the characters the *same size* as shown in the Reading Exercise. Notice particularly the slant of the curves and the degree of curvature.

WRITING EXERCISE.—LESSON No. 1

B-k, b-k-m, b-k-n, b-k-lay, lay-b, t-chay, j-b, ray-n, shay-k, ar-m-n, ray-d-m, p-p, p-b, d-d, d-t, lay-ray, lay-ar, ith-m, v-m-n, t-d, ish-p, hay-ray, ish-ar, z-k, m-lay-shay, f-t, f-n, chay-gay, ray-el, ray-ith, f-gay, chay-s, f-ish, f-shay, lay-m, f-ing, f-v, k-ray, t-n, chay-k-el, ray-s, m-n-k-el, zhay-ar, n-hay, hay-n, b-d, d-b, j-b, b-j, hay-ing.

QUESTIONS —LESSON No. 1

1. What letters may be written either upward or downward?
2. How are *ray* and *chay* distinguished?
3. In what direction must *ray* always be written?
4. What name is given to *l* when written upward?
5. Is *ray* ever written downward?
6. What is an outline?
7. In what direction are the horizontal letters written?
8. What name is given to *ch?*
9. Name the horizontal letters.
10. Why is *b* written with a heavy stroke and *p* with a light one?
11. In what direction is *chay* written?

Lesson No. 2

VOWELS

15. There are twelve vowel sounds and four diphthong sounds used in phonography. The vowel sounds are represented by heavy and light dots and by heavy and light dashes. The diphthongs are represented by wedge-shaped marks.

The consonants of a word are written first, the vowels afterward.

HEAVY DOTS—LONG VOWEL SOUNDS

16. The sounds of *e*, *a* and *ah* are each represented by a heavy dot.

17. The heavy dot for the sound of long *e* (as heard in eat and eve) is always written opposite the *beginning* of a consonant stroke.

18. The heavy dot for the sound of long *a* (as heard in ale) is always written opposite the *middle* of a consonant stroke.

19. The heavy dot for the sound of *ah* (as heard in calm and arm) is always written opposite the *end* of a consonant stroke ; thus,

Sound.	Example.	Sign.	
ē	(as in eve).....		(Called a long first-place vowel.)
ā	(as in ale)...		(Called a long second-place vowel.)
ah	(as in calm).....		(Called a long third-place vowel.)

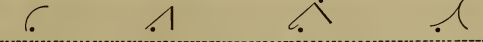
20. The *t* stroke in the above illustration is used merely for the purpose of showing the *position* of the vowel, but is no part of the vowel.

21. Remember that the dots do not represent letters, but *sounds*. For instance, a heavy dot written at the beginning of a stroke does not represent the *letter e*, but only the *long sound* of *e* (ē) as heard in the words *eat*, *eel*, *pier*, etc. Another sign will be used to represent the short sound of *e* (ĕ) as heard in Ed, fed, etc.

22. In learning the vowel sounds always remember the words given as examples ; they will serve as "keys" in case of doubt.

23. As *lay*, *shay*, *ray* and *hay* are always written upward, a *first* place vowel beside these strokes will always be at the *bottom* (which is the beginning of the stroke) ; thus,

lee reed Hebe sheath



24. In phonography, or shorthand as it is commonly called, all words *are spelled by sound and all silent letters omitted;* thus, day is spelled dā; tea, tē; make, māk; came, kām; dough, dō; phrase, frāz; knave, nāv; pay, pā; rough, rŭf; etc.

The ordinary spelling, therefore, often gives no guide as to the phonographic spelling. At first the pupil may find spelling by sound somewhat difficult, but after a little practice he will be surprised to see how easy it really is.

POSITION

25. For reasons which will be made apparent hereafter, the consonant outlines of words are written in three positions, as follows:

1. In the first position, which is *above* the line.
2. In the second position, which is *on* the line.
3. In the third position, which is *through* the line, except for horizontal consonants, which are written *below* it.

RULE FOR WRITING WORDS IN THEIR POSITION

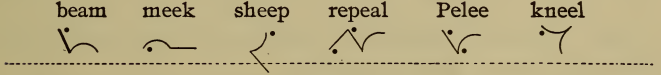
26. The first perpendicular or inclined stroke of a word is written in the position denoted by the vowel (or the accented vowel when there is more than one vowel), without regard to the position of the other strokes; hence, it is not always the first stroke, but the *first*

perpendicular or inclined stroke of a word that is written in the position denoted by the vowel : thus,

keep wreak beneath veal vale cape balm

(*a.*) When the vowel (or accented vowel) of a word is a first place vowel, the consonant outline is written above the line, in accordance with the above rule ; thus,

beam meek sheep repeal Pelee kneel



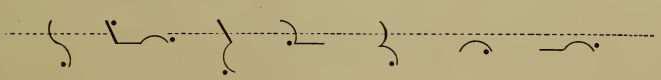
NOTE. For first position words, the general rule is to rest the bottom of the first perpendicular or inclined stroke half the height of a *t* above the line. But when horizontals are the only consonants in a first place word, they are written the full height of the *t* above the line. The exact distance above the line of a first place word is, however, largely a matter of convenience of the writer.

(*b.*) When the vowel (or accented vowel) of a word is a *second* place vowel, the consonant outline is written *on* the line in accordance with the above rule (No. 26); thus,

bake came rake fame name became decay

(*c.*) When the vowel (or accented vowel) of a word is a *third* place vowel, the consonant outline is written *through* the line, in accordance with the above rule (No. 26), unless the consonants are all horizontals, in which case they are all written *below* the line ; thus,

far becalm bath arc Czar ma calm



HOW TO PLACE THE VOWELS

In shorthand we read the same as in longhand ; namely, from the top down, and from left to right ; hence,

27. A vowel to be read *before* a consonant, must be placed :

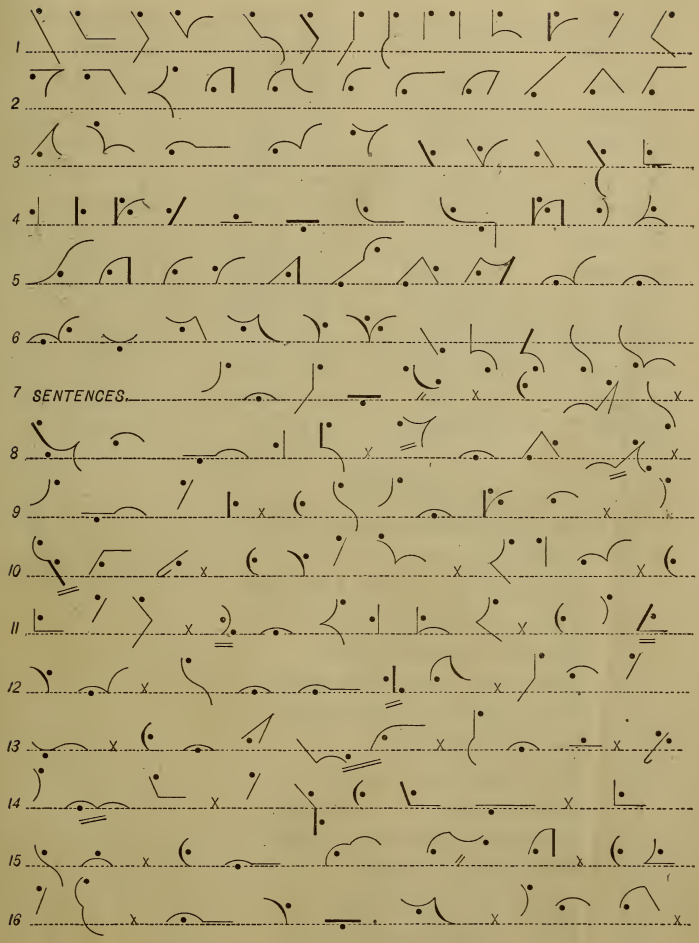
(*a.*) *Above* a horizontal stroke or to the *left* of a perpendicular or inclined stroke.

A vowel to be read *after* a consonant, must be placed :

(*b.*) *Below* a horizontal stroke or to the *right* of a perpendicular or inclined stroke.

NOTE. The small cross in the Reading Exercise is used to indicate the end of a sentence. Two parallel lines under a word indicate a proper name.

READING EXERCISE—LESSON No. 2



WRITING EXERCISE—LESSON No. 2

1 peak	15 sheep	29 decay	43 make
2 beam	16 eel	30 jay	44 aim
3 ease	17 me	31 Jake	45 maim
4 teak	18 neap	32 cape	46 May-day
5 teeth	19 knee	33 cage	47 knave
6 teem	20 pay-day	34 came	48 name
7 pewee	21 take	35 gauge	49 weigh
8 deem	22 Abe	36 game	50 palm
9 cheek	23 bake	37 fame	51 balm
10 fee	24 eight	38 faith	52 calm
11 Phoebe	25 tape	39 vague	53 ma
12 eve	26 tame	40 shape	54 ha
13 thee	27 aid	41 shake	55 aha
14 sea	28 dame	42 ale	56 Ada

1. They came each May.
2. See Phoebe take aim.
3. They say, aha!
4. Take me, teach me, keep me.
5. They see Eva each day.
6. She may teach Mayme.
7. Faith may make Ray meek.
8. Each team may take eight.
9. See Lee ape May.
10. They name each game.
11. She may pay me, they say.
12. Vague aim may delay fame.
13. They became tame.
14. Each may name eight.
15. They bathe babe each day.

QUESTIONS—LESSON No. 2

1. How many vowel sounds are used in phonography?
2. How many diphthongs are used?
3. What is used to represent the long sound of *e*?
4. Where is it always placed?
5. What sound is represented by a heavy dot placed opposite the end of a consonant stroke?
6. Do the heavy dots represent letters or sounds?
7. What two consonant strokes are always written upward and never downward?
8. How are words spelled in shorthand?
9. In how many positions are words written?
10. If a word is written above the line, in what position is it?
11. Which stroke, of a word composed of both horizontal and perpendicular or inclined strokes, is written in the position denoted by the accented vowel?
12. If a word is composed entirely of horizontal consonants, which one takes the position of the vowel?
13. If a vowel is placed above a horizontal consonant when is it read?
14. If placed at the left of an inclined stroke when is it read?
15. What sign is used in the dictionary to indicate the long sound of a vowel?

Lesson No. 3

HEAVY DASHES—LONG VOWEL SOUNDS

28. The sounds of *aw*, ō and ōō are each represented by a heavy dash.

The dash for the sound of *aw* (heard in *law* and *all*) is always written opposite the *beginning* of a consonant stroke.

The dash for the sound of ō (heard in *no* and *low*) is always written opposite the *middle* of a consonant stroke.

The dash for the sound of ōō (heard in *doom* and *move*) is always written opposite the *end* of a consonant stroke, thus,

Sound.	Example.	Sign.
aw	(as in law and all).....	(First place, long vowel)
ō	(as in no and low)	(Second place, long vowel)
ōō	(as in doom and move)..	(Third place, long vowel)

29. The dashes represent *sounds*, not *letters*. They should be made about one-fourth the length of a *t* stroke, and written at *right angles* to the stroke beside which they are placed. They should be written close to the stroke, but should not touch it.

VOWELS BETWEEN STROKES

30. All *first place* vowels—dots or dashes—occurring between two consonant strokes should be written *after* the *first* stroke.

(*a.*) All *third place* vowels—dots or dashes—occurring between two consonant strokes should be written *before* the *second* stroke.

(*b.*) *Long second place* vowels—dots or dashes—occurring between two consonant strokes are written *after* the *first* stroke.

balk beam boom calm bake choke rogue

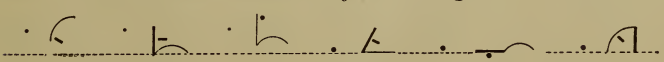
NOTE. By observing the foregoing rules when writing, accuracy in reading will be greatly facilitated. If they are disregarded, confusion will often result. For instance, if the first place *e*, in beam, were written beside the second stroke *m*, the vowel would come in the angle between the *b* and the *m*, and we could not tell whether it was meant for *e* or *ah*, and the word might be read either beam or balm.

THE AND *A*

31. The word *the* is represented by a light dot above the line.

The word *a* is represented by a heavy dot on the line.

the law the dome the team a joke a game a load



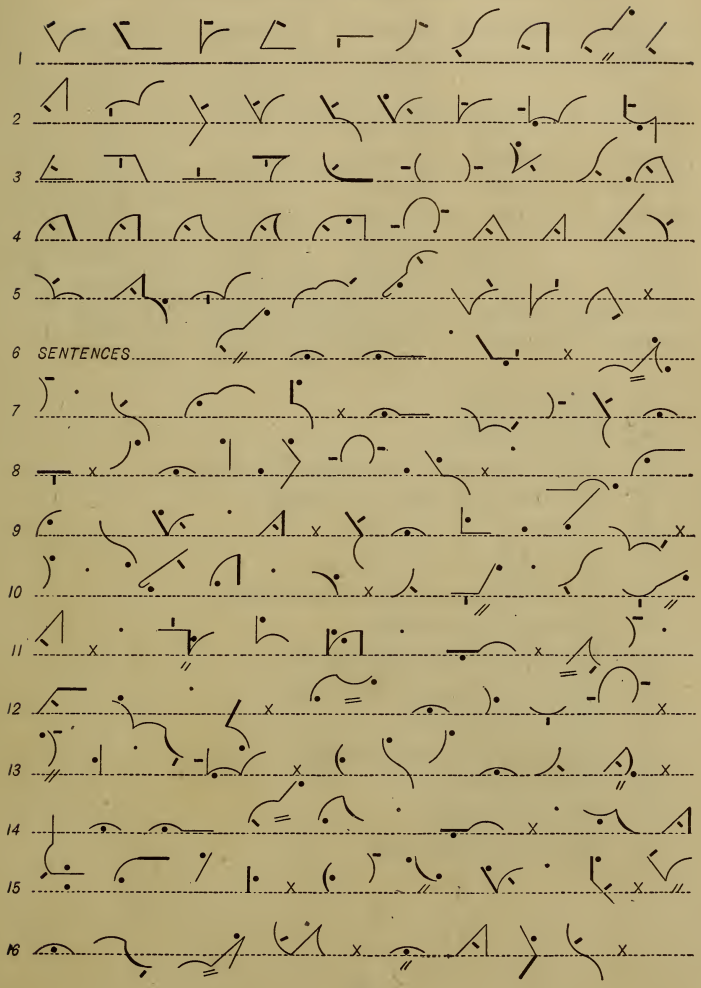
32. The most rapid progress will be made by him who *masters* every principle and lesson as he goes along and reviews frequently all that he has been over. He who does this will find the study more interesting and less difficult as he proceeds, and will lay the foundation for future success.

Do not be in too great a hurry to advance. The first requisite in shorthand is accuracy, and accuracy only comes through perfect familiarity with the subject. Master each principle as you go along so that you can apply it readily.

33. Read the "Reading Exercise" over and over till each word can be read without hesitation.

Write the "Writing Exercise" time after time till every outline can be formed readily. Follow this plan with all subsequent Exercises.

READING EXERCISE—LESSON No. 3



WRITING EXERCISE—LESSON No. 3

1 paw	12 booth	23 sew	34 dough	45 doom
2 both	13 poke	24 pope	35 haw	46 gnaw
3 foe	14 go	25 comb	36 coach	47 joke
4 coo	15 coop	26 tomb	37 tooth	48 Job
5 jaw	16 daw	27 awed	38 daub	49 talk
6 doe	17 oat	28 toe	39 obey	50 beau
7 Zona	18 so	29 Otho	40 veto	51 foam
8 woo	19 move	30 shoo	41 zoo	52 ooze
9 law	20 yaw	31 Shaw	42 saw	53 thaw
10 choke	21 ode	32 denote	43 dome	54 owed
11 boom	22 awl	33 donate	44 mope	55 show

1. They say so,
2. Obey the law.
3. They both saw me make the cake.
4. Asa may take May a bouquet.
5. They saw the hobo hoe.
6. Joe came, so Ada may go.
7. The chalk may make Esau choke.
8. Show me page eight.
9. They know she may say no.
10. Show me the way they came.
11. They saw no foe.
12. Each day she came beneath the oak.
13. They know the law.
14. She saw the joke.
15. They may veto both.

QUESTIONS—LESSON No. 3

1. What length should the dash vowels be written?
2. A dot or dash vowel, placed opposite the middle of a stroke, is called what place vowel?
3. If a vowel is placed opposite the beginning of a stroke, what place vowel is it?
4. Where is a first place vowel, occurring between two consonant strokes, written?
5. Where is a third place vowel, occurring between two consonant strokes, written?
6. What is used to represent the word "the"?
7. In what position is it always written?
8. What word is represented by a heavy dot on the line?

Lesson No. 4

LIGHT DOTS—SHORT VOWEL SOUNDS

34. There are three light dot vowel sounds, represented as follows:

Sound.	Example.	Sign.	
Short i (ĭ)	as in *it*.....	·	(Light first place vowel)
Short e (ĕ)	as in *Ed* or *her*	·	(Light second place vowel)
Short a (ă)	as in *at*	·	(Light third place vowel)

35. In learning these sounds it is important to remember the examples or "key words;" for instance, in giving the sound of the light first place dot, say "ĭ as in it," not ī as in it. For the second place light dot, say "eh as in Ed," not ē as in Ed, etc. Do not forget that the dots represent sounds, not letters.

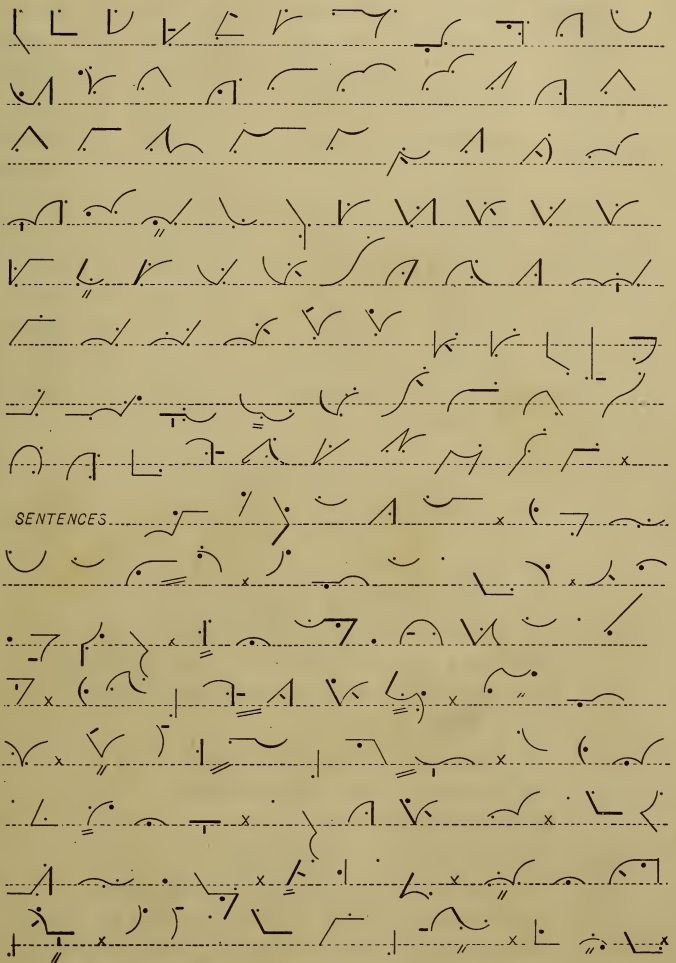
36. When a light *second* place vowel occurs between two consonant strokes it is written *before* the second stroke.

37. *Condensed rule for placing vowels between strokes:*

All *first* place and *long* second place vowels are written after the first stroke.

All others are written before the second stroke.

READING EXERCISE —LESSON No. 4



WRITING EXERCISE —LESSON No. 4

1 pitch	15 king	29 death	43 abbey	57 pick
2 fifty	16 deck	30 bang	44 pith	58 victim
3 eddy	17 tag	31 pony	45 zinc	59 depth
4 tack	18 pink	32 ship	46 check	60 tank
5 big	19 shaky	33 gem	47 tabby	61 baby
6 ill	20 edge	34 cab	48 tick	62 Minnie
7 keg	21 catch	35 Timothy	49 mimic	63 egg
8 cap	22 dim	36 nip	50 many	64 cavity
9 ditch	23 inch	37 meadow	51 gap	65 chip
10 ink	24 envy	38 gang	52 chick	66 peck
11 enemy	25 chap	39 Jim	53 peg	67 pack
12 Jack	26 beck	40 apathy	54 jam	68 jig
13 back	27 ebb	41 sham	55 kick	69 Betty
14 bag	28 match	42 map	56 anthem	

1. Ask Daisy if she saw Dick go back.
2. Tim may take Jennie in the canoe.
3. Anna came in May.
4. Fetch me the heavy cape.
5. They ship a package each day.
6. See naughty Jennie mimic Katie.
7. Jesse may teach anatomy at Teck Academy.
8. If they go they may see Anna at Owego.
9. Many bathe in the bay.
10. They pay the indemnity in cash.
11. See the wee pig eat the cabbage.
12. Eddie saw a big ship.
13. They pack eight in each bag.
14. Take Edna so she may ask if Ella came.
15. Auntie may go back if they see Etta at Attica.
16. Jamie saw the mink in the big, back meadow.

QUESTIONS.—LESSON No. 4

1. What sound is represented by a light, second place dot?
2. When a light, second place vowel occurs between two consonant strokes, where should it be placed?
3. Where should a light, third place vowel, occurring between two strokes, be placed?
4. Where are all first place vowels written when occurring between two consonant strokes?
5. What sound is represented by the light, first place dot?
6. What mark in the dictionary is used to denote short *a*?
7. Is the same mark used to denote the short sound of all vowels?

Lesson No. 5

LIGHT DASHES—SHORT VOWEL SOUNDS

38. Three vowel sounds are represented by light dashes, as follows:

Sound.	Example.	Sign.	
Short o (ŏ) as in	*on*.....	⌐	(Light first place vowel)
Short u (ŭ) as in	*up*.....	¬	(Light second place vowel)
Short oo (o͝o) as in	*foot*.	_	(Light third place vowel)

39. Remember that *all first place* and *long* second place vowels, occurring between two consonant strokes, are written after the *first* stroke, and all others before the second stroke.

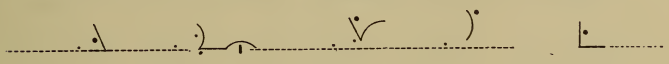
40. The above rule should not be used when its observance would bring a vowel into an angle, as would be the case in *camera* and *calmly*, one of the objects of the rule being to keep the vowels out of the angles.

41. The great importance of the vowels must not be overlooked. The whole list should be reviewed by the pupil again and again until every dot and dash can be determined and placed in its proper position without hesitation.

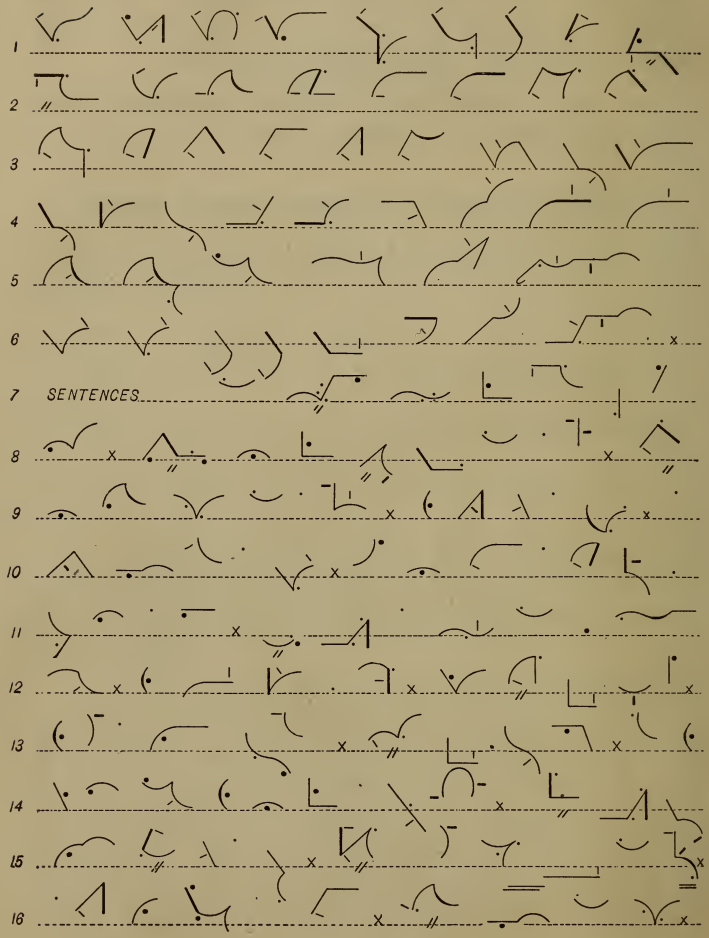
The idea, at this stage of advancement, is to write *accurately* and *neatly*, rather than rapidly. Make the outlines to the best of your ability. Cultivate an even, steady movement. Do not hurry your work.

42. *An* or *and*—These words are represented by a light dot on the line of writing ; thus,

an ape an Eskimo an appeal and see and take



READING EXERCISE—LESSON No. 5



WRITING EXERCISE—LESSON No. 5

1 poppy	15 jog	29 knotty	43 tongue	57 mug
2 body	16 copy	30 punk	44 Dutch	58 among
3 boggy	17 coffee	31 puppy	45 duck	59 muff
4 botch	18 cog	32 pug	46 dummy	60 money
5 Tom	19 comma	33 Puck	47 funny	61 honey
6 tonic	20 comic	34 putty	48 jug	62 gummy
7 top	21 comedy	35 bung	49 judge	63 bush
8 topic	22 fop	36 bug	50 junk	64 took
9 dockage	23 fog	37 budge	51 cub	65 cookie
10 dog	24 fob	38 bunk	52 cup	66 cooked
11 dock	25 shock	39 tug	53 gum	67 shook
12 dodge	26 shop	40 tub	54 thumb	68 nook
13 domino	27 knob	41 touch	55 annum	69 goody
14 chop	28 notch	42 tuck	56 muddy	

1. If they take in enough money, Jacob may go in a month.
2. Edna saw the big dog among the sheep in the meadow.
3. Auntie took the bonnet back a month ago.
4. Tommy ate the cookie and Ella ate the peach.
5. Hattie and Johnny may go and see the duck.
6. Take the key and the book.
7. The dog ate the chop.
8. Show Johnny the bunch in the attic.
9. Ada and Jennie go back May fifth.
10. The knave took off the knob.
11. Emma may pack the tea and the coffee.
12. Copy the funny page in ink.
13. The cook kicked at the shaggy dog.
14. Fudge may make Hattie ill.

15. The judge took the low buggy.
16. Show me the Dutch coffee mug.
17. Knock, and ask if Otto may go.
18. Bobby saw a big bug in the bush.
19. A thick, heavy fog came up the bay.

QUESTIONS—LESSON No. 5

1. What sound is represented by a light, first place dash?
2. What sound is represented by a light, third place dash?
3. When a first place vowel occurs between two consonant strokes, where should it be placed? A long, second place? All third place?
4. Should the rule be followed when its observance would bring the vowel into an angle? Give an illustration where the vowel would come in the angle.
5. What mark in the dictionary is used to represent the short sound of a vowel?
6. What two words are represented by a light dot on the line?
7. What mark in the dictionary is used to represent the sound of *a* as heard in arm?

Lesson No. 6

DIPHTHONGS

43. There are four diphthong sounds, represented as follows :

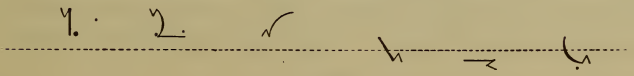
Sound.	Example.	Sign.	
I	(as in *ice* or *by*)		(Called first place diphthong)
oy	(as in *oil or boy*)		(Called first place diphthong)
ou	(as in *out* or *owl*)		(Called third place diphthong)
ew	(as in *due* or *hew*)		(Called third place diphthong)

44. The diphthongs are written in the *first* and *third* positions *only*. They are governed by the same rules as are the vowels.

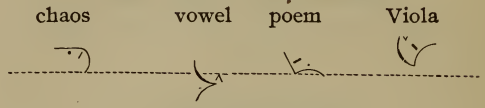
45. The position of the diphthongs and the direction in which they point are never changed.

46. It is sometimes convenient to join the diphthongs to the consonant strokes, thereby avoiding lifting the pen ; thus,

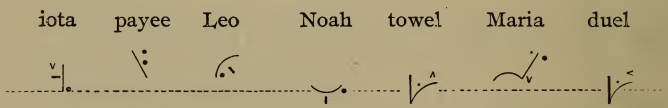
Ida Isaac oil bough cue avow



47. When two vowels, or a vowel and a diphthong, occur between two consonant strokes, it is advisable, whenever possible, to place one to each stroke ; thus,



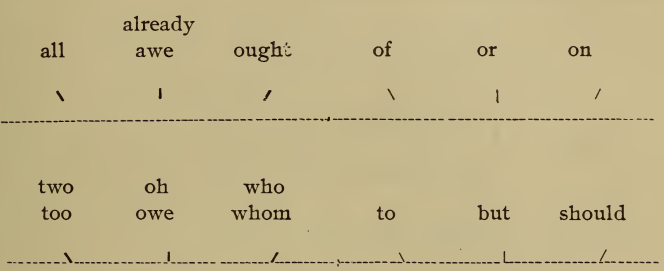
48. When two vowels, or a vowel and a diphthong, have to be written to one consonant, the one which is sounded next the consonant should be written close to it, and the other a little farther away ; thus,



VOWEL WORD SIGNS

49. The following signs, which are always used to represent the respective words they indicate, must be so thoroughly memorized that they can be expressed instantly. These words are of such frequent occurrence that they have been provided with the briefest possible signs. They should be made only *one-fourth* the length of a consonant stroke. The tendency with all beginners is to make them too long. The signs are written down-

ward in the direction of *p*, *t* or *chay*, except "on," which is sometimes written upward when joined to other words.



NAMES OF THE VOWEL WORD SIGNS

50. It is quite important, for the purpose of conversing between teacher and pupil, to know the *names* of the shorthand characters and combinations. These are very easy to learn, and the pupil should familiarize himself with them.

51. The names of the dash-vowel word signs are formed by adding "ĕt-oid" to the simple consonants, as *bet-oid*, *det-oid*, *chet-oid*, *jet-oid*, etc.; thus the sign for *all* is *bet-oid*[1]; the sign for *who*, *jet-oid*[2]; the sign for *of*, *pet-oid*[1], etc. The small figure at the right indicates the position of the sign.

PUNCTUATION—ACCENT

Punctuation :—The following are the punctuation marks most used in shorthand :

Period ..... / or ×

Interrogation .. .. / or ?

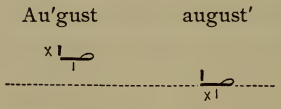
Parenthesis.. ..... ( )

Dash.. ..... ~~~

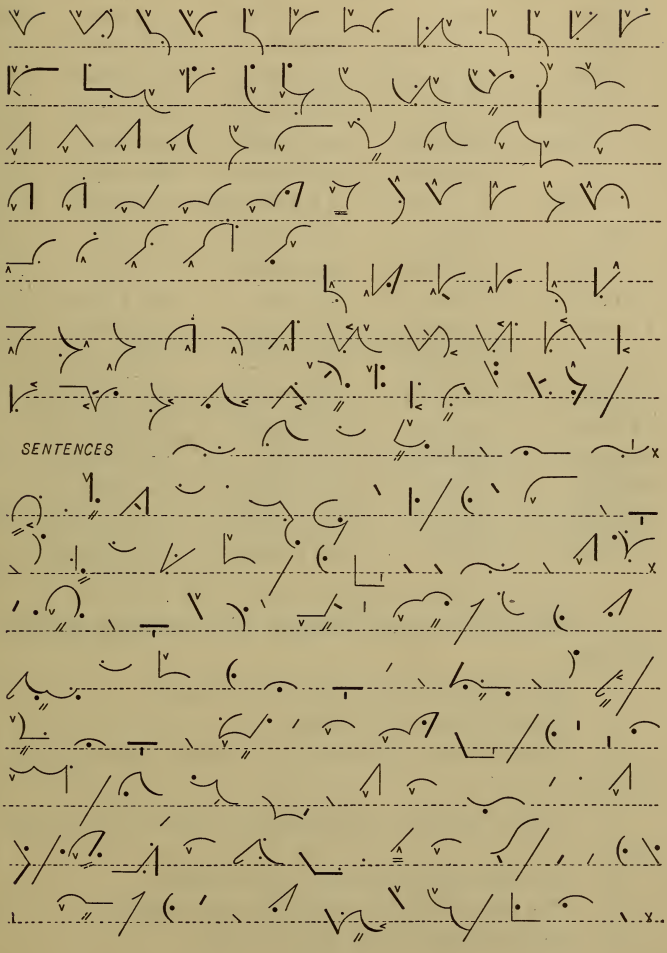
52. If other punctuation is desired, the ordinary characters may be used.

53. *Emphasis* may be indicated, as in longhand, by drawing one or more lines beneath the word to be emphasized.

54. *Accent.* Occasionally it may be found convenient to denote an accent. This may be done by writing a small cross near the accented vowel ; thus,



READING EXERCISE—LESSON No. 6



WRITING EXERCISE—LESSON No. 6

1 pie	19 guy	37 voyage	55 pew
2 pipe	20 vivify	38 oil	56 tube
3 piety	21 via	39 enjoy	57 tunic
4 pike	22 ivy	40 pouch	58 duke
5 abide	23 thigh	41 bough	59 dew
6 buy	24 sigh	42 outgo	60 duty
7 by-way	25 eyes	43 outweigh	61 dupe
8 tie	26 shy	44 downy	62 Jew
9 item	27 shiny	45 dugout	63 cue
10 type	28 lie	46 cow	64 Cuba
11 tiny	29 Medina	47 couch	65 cubic
12 tidy	30 nigh	48 cowboy	66 fume
13 die	31 knife	49 vouch	67 view
14 dime	32 high	50 allow	68 Zion
15 deny	33 annoy	51 owl	69 Noah
16 diet	34 boy	52 endow	70 Ohio
17 chime	35 toy	53 mouth	71 Geneva
18 China	36 joy	54 Howe	72 bayonet

1. Nina who came to Omaha to see Ida may go back in May.

2. She ought to take time to see Hugh.

3. They all came but Dana.

4. Nannie may go ahead of Emma; she ought to, anyway.

5. Jacob should go to Nassau in a day or two to buy hay.

6. The boy came back by way of Ohio.

7. The thief took my jackknife and necktie.

8. Chop enough ice to keep all day.

9. They all enjoy to go in the "auto."

10. Should she say, "they should," or "they ought?"

11. They already see a way out.

12. To whom should she pay the money they owe?

13. Myra should keep the toy and Ivy the knife.

14. They ought to catch the boy in a day or two.

15. They came back in the nick of time.

16. She took a dime to buy a pike.

QUESTIONS—LESSON No. 6

1. What shaped marks are used to represent the diphthongs?

2. How many diphthongs are there?

3. In what directions do the diphthongs *i* and *ou* point?

4. Are the diphthongs ever joined to the consonant strokes?

5. When two vowels, or a vowel and a diphthong, occur between two consonant strokes, how is it usually advisable to place them?

6. In cases where two vowels have to be written to one stroke, how should they be placed?

7. How long should the dash-vowel word signs be made?

8. What is the name of the sign for *but?* For *should?* For *to?*

Lesson No. 7

SIMPLE CONSONANT WORD SIGNS

55. On account of the frequent occurrence of certain words they are provided with brief signs, called word signs, that they may be written with the least effort and the utmost speed. These word signs should be studied and practiced until they can be expressed in their proper positions without a moment's hesitation.

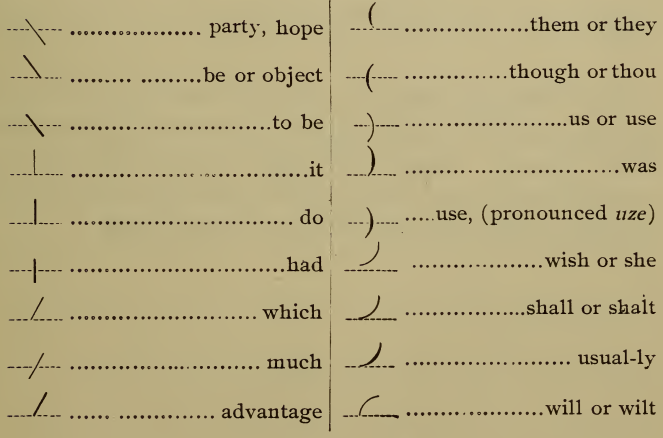
56. Word signs are written in the first, second and third positions, but not always in the position denoted by the vowel sound. When a word sign is not written in its natural position, that is in the position denoted by the vowel, the change has been made to avoid confliction with some other word.

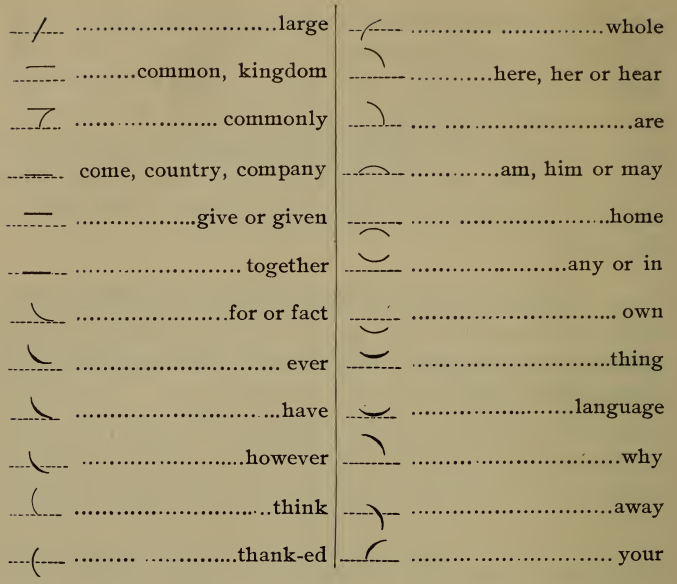
57. In the word sign lists, the hyphen is used to indicate that the sign is also used to represent the word formed by the additional letters or syllables; thus, "Usual-ly" indicates that both *usual* and *usually* are represented by the same sign.

58. There is no "easy" way by which the word signs may be learned without effort. A *good* way, how-

ever, is to *speak* the word and then the name of the outline and the position in which it is written, at the same time *writing* the sign; thus, say: "*hope* is represented by *p* in the third position," or (expressing it more simply) "hope, p^3." In this way three faculties are brought into use. The ear receives the sound, the hand forms the sign, and the eye carries the picture of the sign to the brain.

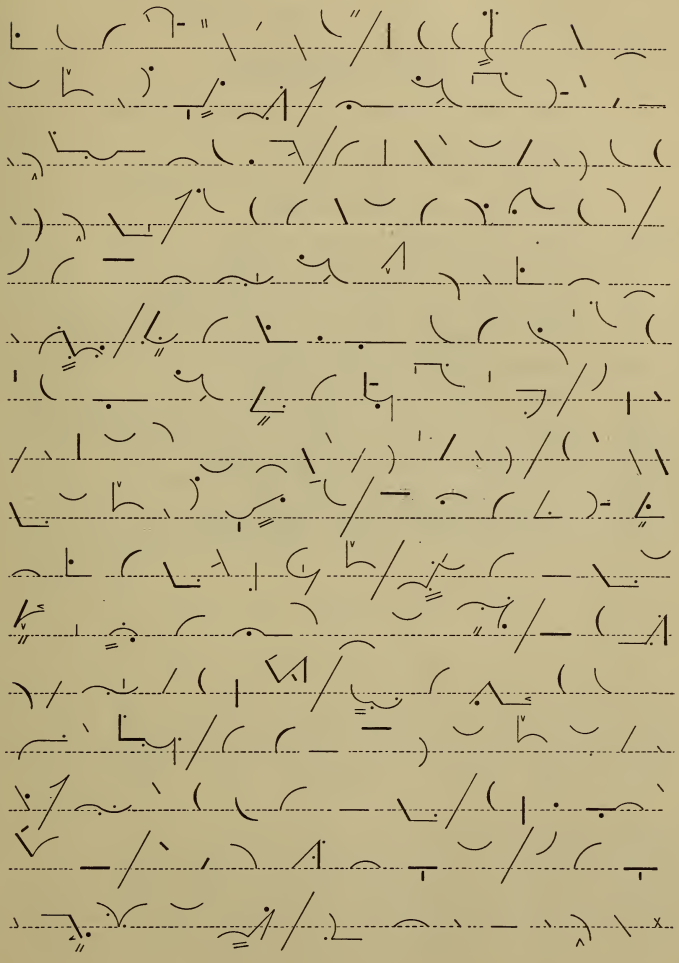
59. After the list has been written through several times, reverse the order by covering the printed words and reading the signs both forward and backward, and skipping around.





60. The pupil should review the word signs daily till the sign will instantly suggest the word, and the word will instantly suggest the sign. When this point is reached and he can write them at the rate of 60 or 70 a minute, he may consider he has mastered them.

READING EXERCISE—LESSON No. 7



WRITING EXERCISE—LESSON No. 7

1. The object was to see them together.
2. Do they think it of any use?
3. Will they give it to us to use?
4. They may, however, have enough for all.
5. Her language was common.
6. If they ask for the thing give it to them.
7. She had to go away in May.
8. Your wish shall be law to him.
9. They ought to be here at eight.
10. Will Edna see them on her way home?
11. They hope she will give enough to endow two.
12. Usually they go away together.
13. Why do they ask so much?
14. They own a large home to which they will move.
15. The whole thing may be a fake.
16. Many came here to hear him.
17. Do they usually come your way?

Lesson No. 8

TICK FOR I

61. The pronoun *I*, when standing alone, is represented by a light *perpendicular* tick *above* the line.

NOTE. While some favor the use of the diphthong i for the pronoun I, the tick is much to be preferred as it is easier and quicker. In actual work it will not conflict with the tick for *or* as the context will readily show the difference.

62. The tick for *I* may be joined to following words. When so joined it is written in the direction of *p*, *chay* or *ray*, according to convenience in joining. The junction giving the sharpest angle is the one usually to be preferred.

I I think I thank I had I know I may I will I give

63. The tick for *I* must always be *above* the line, even though the following word is thrown out of its position thereby. See, "I know," "I may" and "I will" above.

64. PHRASING. Two or more words, grammatically related, may be joined together. When so joined they are called *a phrase*. The first word of a phrase (unless it be *a*, *an* or *and*) is usually written in its own

position and the other words follow without regard to position.

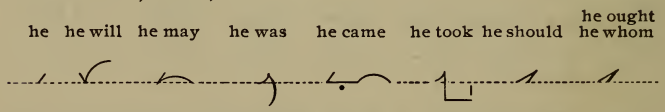
65. In some cases the tick for *I* may be slightly raised or lowered so as to throw the following word in its natural position. The tick must never be brought down far enough, however, to touch the line. See "I think," and "I thank" in the preceding illustration.

66. It is not advisable, usually, to join the tick for *I* to *preceding* words, as it will conflict, in rapid work, with the tick for *he* which is explained in the following paragraph.

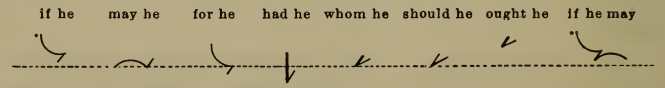
TICK FOR HE

67. The pronoun *he* is represented by a light tick written in the direction of *p*, *chay* or *ray*. It may be joined to a *preceding* or *following* word.

68. When the tick for *he* begins a phrase, that is, when it is joined to a following word, it must always rest *on the line;* thus,



69. When the tick for *he* is joined to a *preceding* word, it takes the position of that word; thus,



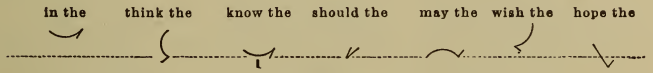
70. Join the tick in the direction that will give the sharpest angle or make the best junction.

THE, A, AN AND AND

71. The words *the*, *a*, *an* and *and*, in addition to being represented by dots, as heretofore explained, are also represented by ticks, as follows:

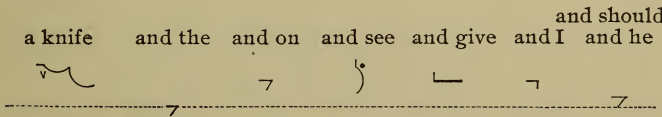
72. *The* may be joined to a *preceding* word by a light tick, written in the direction of *p*, *chay* or *ray*. The tick for *the* is not joined to following words.

73. The general rule is to write the tick in the direction that gives the sharpest angle in joining.



74. The tick for *the* will not conflict with the tick for *he* as the context will readily show the difference.

75. *A*, *an* or *and* may be joined to a *following* word by a light, horizontal or perpendicular tick; thus,

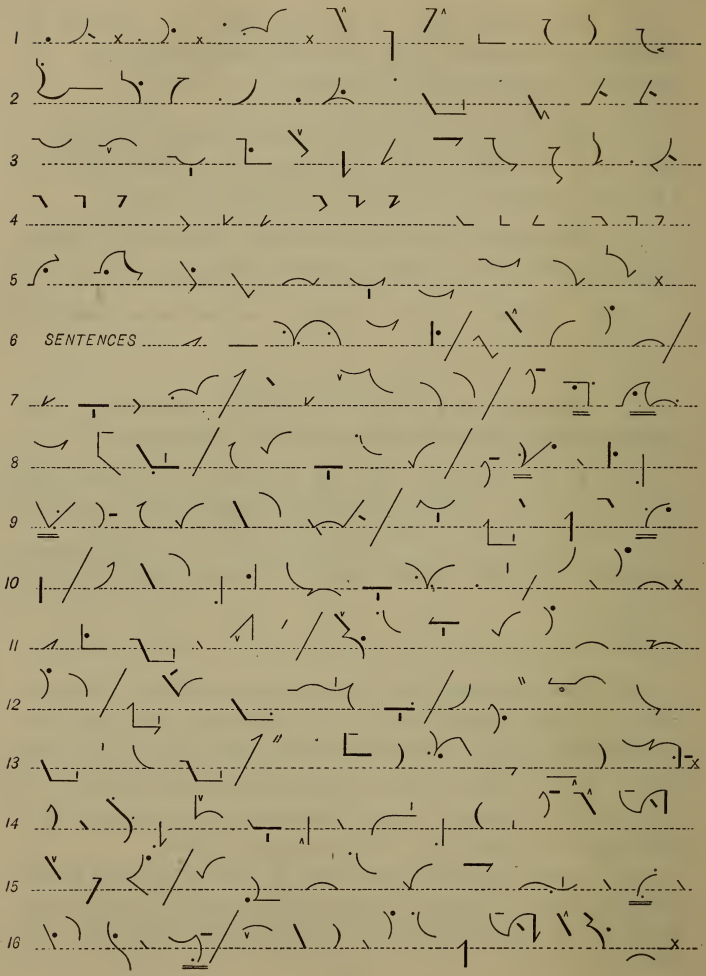


76. The horizontal tick for *a*, *an* or *and* is to be preferred to the perpendicular tick whenever the junction will permit, as the natural direction of movement is from left to right. Be careful to make the tick very short.

The ticks are named *ret-oid*, *chet-oid*, *pet-oid*, *ket-oid*, etc., according to the direction in which they are written.

NOTE. Some advocate joining the "*a*" tick to the end of the preceding word. This may be done, but it is usually much better to join it to the *following* word, thus avoiding any confliction with the tick for "the."

READING EXERCISE—LESSON No. 8



WRITING EXERCISE—LESSON No. 8

NOTE. In this, and all following exercises, words connected by a hyphen are to be joined together in a phrase. Be careful to join only the words so connected.

1 I-was	13 and-choke	25 chalk-the
2 he-was	14 a-key	26 cook-the
3 I-had	15 a-few	27 fee-the
4 he-had	16 a-thaw	28 think-the
5 I-shall	17 a-sea	29 see-the
6 he-shall	18 and-show	30 shall-the
7 I-became	19 and-may	31 will-the
8 he-became	20 a-knock	32 are-the
9 I-have	21 and-ink-the	33 may-the
10 he-saw-the	22 and-say	34 in-the
11 should-be-the	23 tip-the	35 ink-the
12 and-pay	24 take-the	36 hoe-the

1. I-saw him and I-think he-saw me.

2. I-will-be at home in a-day or two.

3. I should-be much annoyed if he-should go to Ohio.

4. Should-he do so Ida will object.

5. I-will give it to-him if he-will take it.

6. I-know he-will-be at home.

7. He-should do much for us.

8. If he-will come here, he and-Johnny may go together.

9. I-will ask him if he-will give me enough money to pay my way to Nassau.

10. Should-he do so, I-will-be here to-go at any time.

11. The object I-had in view at-the time I-came, was to see if he-was at home or if-he and-Ezra had come back.

12. I-saw him go to-the zoo.

13. He-may take-the buggy.

14. I-think he-should be here.

15. I-will take-the book to-him.

16- I-know he-saw me go away.

QUESTIONS—LESSON No. 8

1. What is used to represent the pronoun *I* when standing alone?

2. In what position must it always be written?

3. May the tick for *I* be joined to following words?

4. When so joined, in what direction is it written?

5. What are two or more words joined together called?

6. Will all words of a phrase be in their natural positions?

7. What word of a phrase is usually written in its natural position?

8. When *he* begins a phrase, in what position must it always be written?

9. May *he* be joined to preceding as well as to following words?

10. In what directions may the ticks for *a*, *an*, or *and* be written?

11. What is the name of the outline for "he will?" For "I wish?"

12. Give the name of the outline for "and see." For "and do."

13. Give the name of the outline for "for the."

Lesson No. 9

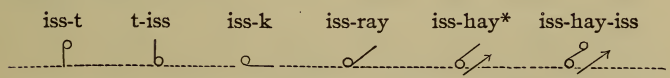
BRIEF SIGNS FOR S AND Z

77. On account of the frequent occurrence of *s* and *z*, a brief sign has been provided in the *small circle*, which is used to represent both *s* and *z*.

78. No confusion will result from employing the small circle for both *s* and *z*, as the context will readily indicate which one was intended.

79. The small circle is called *iss*, to distinguish it from the stroke, which is called *es*.

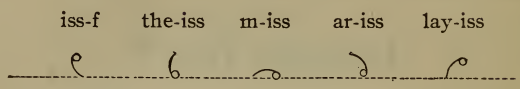
80. When joined at the beginning or end of a *straight line*, the circle must be made with a *left* motion—contrary to that of the hands of a watch. This will bring the circle on the *upper* side of *k* and *gay*, and on the *right* side of all other straight strokes except *ray* and at the end of *hay;* thus,



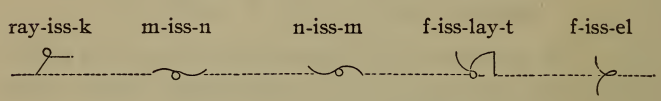
81. *When *iss* is joined at the beginning of *h*, the hook is made into a circle, thus making an exception to the foregoing rule. See preceding illustration.

82. Iss-hay is never used unless a vowel occurs *between* the *s* and *h*, as in *soho*.

83. When joined at the beginning or end of a *curve*, the circle is made on the concave (inner) side ; thus,



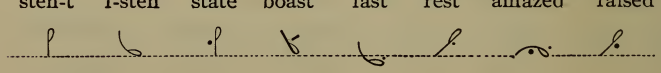
84. When the circle occurs between strokes, it should be written in the most convenient manner ; thus,



85. Between two *straight* lines the circle will come outside the angle. See illustration above.

ST, STR, SEZ

86. *St* or *zd* may be represented by a small loop, called *steh*, which may be joined at the beginning or end of any consonant stroke ; thus,

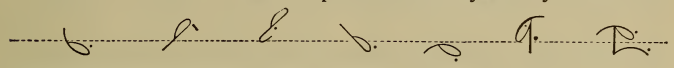


87. The *steh* loop is used to express the ending of such words as *paced*, *raced*, *dazed*, etc.

88. A circle or loop at the beginning of an outline is read *first ;* at the end of an outline, *last*.

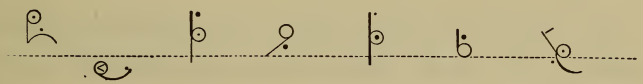
89. *Str* is represented by a large loop, called *ster*, and may be joined at the end of any consonant. It is *never* joined at the beginning of a consonant stroke.

faster rooster Hester pastor master yesterday Amsterdam



90. A large circle, called *sez*, is used to represent two *s* or *z* sounds when a vowel occurs between them, usually forming a syllable, as *sys*, *sus*, *sis*, *sez*, *zez*, etc.

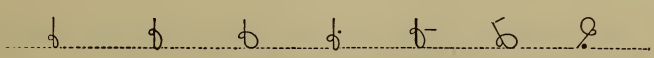
system Susan desist races diseased dazes possessive



91. The vowel sound occurring between the *s* or *z* sounds may be expressed by writing the vowel sign inside the circle. It is, however, unnecessary to insert the vowel when the circle comes at the end of a word, and a little practice will enable the pupil to omit it altogether.

92. The small circle may be added to the loops and to the large circle ; thus,

t-steh-iss t-ster-iss t-sez-iss tests dusters possesses recesses



NOTE. The pupil should pay particular attention to the *names* of the outlines or he will be seriously handicapped when he attempts to converse with the teacher or others regarding shorthand outlines.

Should the teacher ask the name of the outline for "*season*," the answer should be prompt, "sez-n;" for *states*, "steh-t-iss;" for *diseases*, "d-sez-iss," etc. On the other hand, should the pupil ask the teacher the outline for *ask*, and the teacher answered, "es-k," he should know at once that the teacher meant the *s* stroke and the *k* stroke.

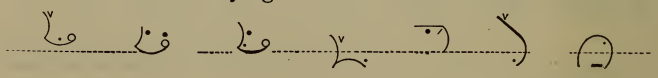
WHEN TO USE THE *S* AND *Z* STROKES

93. Use the stroke when *s* or *z follows* an *initial* vowel; also use the stroke when *s* or *z precedes* a *final* vowel; thus,

escape essence racy cozy

94. Use the stroke for *s* or *z* at the *beginning* of a word when two *sounded* vowels follow; also use the stroke for *s* or *z* at the end of a word when two sounded vowels *precede*.

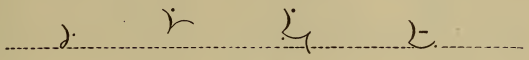
science seance sayings Siam chaos bias Louis



95. Use the stroke for *s* in compound words formed from *sea*, as *sea-sick*, *sea-moss*, etc.

96. When the sound of *z* begins a word, it must be represented by a *z* stroke; thus,

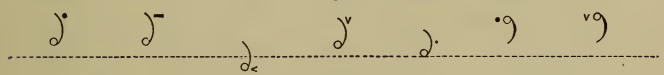
zest zeal zenith Zona



97. Use the stroke for *s* or *z* when it is the only consonant in the word.

98. When the only consonants in a word are two or more *s* or *z* sounds, one of them must be represented by the stroke; thus,

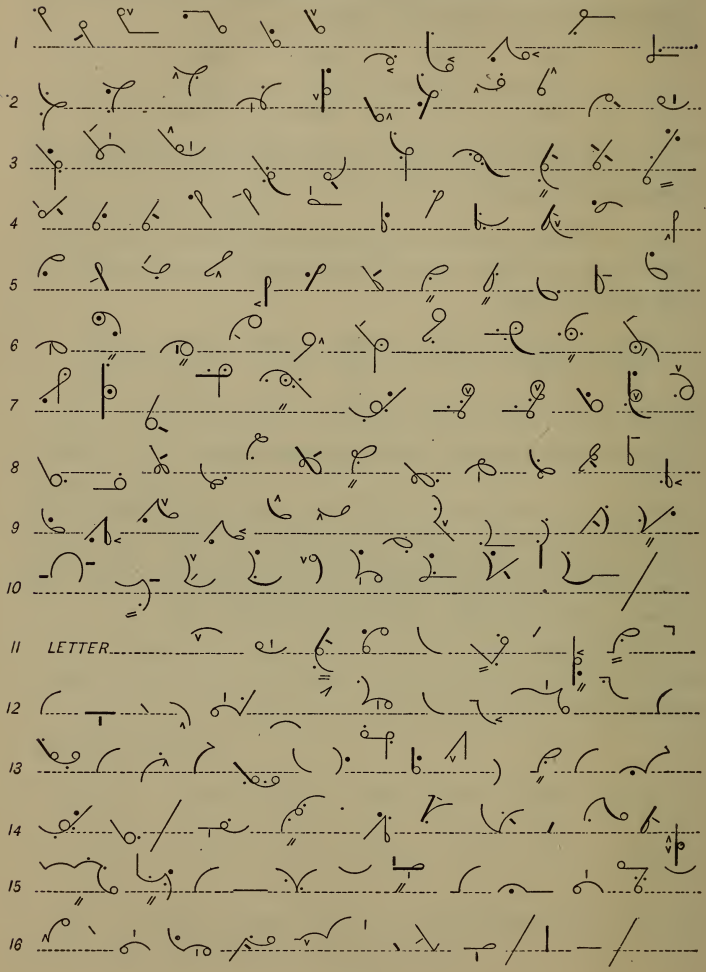
cease sauce sues sighs says seize size



99. *Use the circle in all other cases.*

NOTE. The *iss* circle is added to the singular word signs to indicate the plural number or possessive case; thus, add the circle to *advantage* for *advantages;* to *home* for *homes;* etc. The circle is also used to indicate a change in expression; as *I come, he comes; I give, she gives; they refer, he refers;* etc.

READING EXERCISE—LESSON No. 9



WRITING EXERCISE—LESSON No. 9

1 soup
2 spoke
3 abuse
4 device
5 shows
6 mason
7 dusk
8 suppose
9 palms
10 dispose
11 sketches
12 schemes
13 cousin
14 chosen
15 yes
16 shies
17 oils
18 spies
19 mouse
20 nest
21 stake
22 steal
23 stools
24 yeast
25 stout
26 pastor
27 pester
28 roaster
29 castor
30 coaster
31 Lester
32 Baxter
33 Rochester
34 Custer
35 lustre
36 vases
37 adduces
38 loses
39 houses
40 voices
41 sausage
42 season
43 disease
44 insist
45 successive
46 devices
47 chests
48 costs
49 diseases
50 tasters
51 excesses
52 bossed
53 effaced
54 encased
55 voiced
56 housed
57 kissed
58 missed
59 noosed
60 asp
61 assist
62 asks
63 Asa
64 easy
65 oozy
66 mazy
67 gauzy
68 Jesse
69 Zeno
70 sower

1. He-wishes me to-come Tuesday and-stay all day.
2. The snow came thick and-fast.
3. I-saw her in Rochester last month.
4. He-says he-will-be here on-Sunday.
5. She sought to see cousin Jessie and-missed-the speech she was so anxious to hear.
6. He-will dispose of-these things if-he decides to-go.
7. Many ships sought safety in-the bay.
8. I-think she will come to-the house.
9. The pastor visits-the homes of-the sick each day.
10. All-the boys came back but Chester.

11. Hester will stay a-month at-the seaside.

12. I-suppose she will dispose of-the best.

13. He-will study-the sciences for a-few months.

14. He-thinks he-will visit Mississippi and-Texas on-the-way home.

QUESTIONS—LESSON No. 9

1. What brief sign has been provided for *s* and *z*?

2. What name is given to the small circle?

3. How must the circle be joined at the beginning or end of straight strokes?

4. How is *iss* joined at the beginning of *h*?

5. When *iss* is joined to a curve, on which side is it written?

6. When *iss* is written between two straight lines, should it be placed inside or outside the angle?

7. By what may *st* or *zd* be represented?

8. When is the circle or loop at the beginning of an outline read? At the end?

9. What is the name of the large loop?

10. Is the large loop ever joined at the beginning of a stroke?

11. Is the circle or loop ever used after an initial vowel? Before a final vowel?

12. How may word signs in the singular number be changed to the plural?

Lesson No. 10

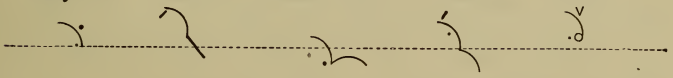
AR AND *RAY*

100. The *general* rule is to use the curve sign when a vowel precedes the *r*, and *ray* when a vowel follows the *r*; but when a difficult junction or loss of speed would result, use whichever one will give the better junction.

SPECIFIC RULES FOR THE USE OF *AR* AND *RAY*

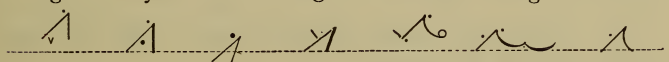
101. Use the curve sign for *r* after an initial vowel, *except* when the *r* is followed by *t* or *d*; *chay* or *j*; *f* or *v*; or *th*.

array orb arm error arise



102. Use *ray* after an initial vowel when followed by *t* or *d*; *chay* or *j*; *f* or *v*; or *th*.

aright arrayed arch urge orifice Irving earth



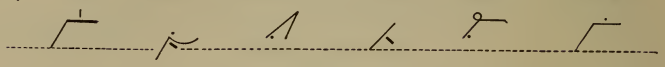
103. Use *ar* before *m*, and *ray* after *m*.

Rome disarm remiss mar mires resume miser

NOTE. A circle occurring between the *m* and *r* does not affect the above rule. See *resume* and *miser*, above.

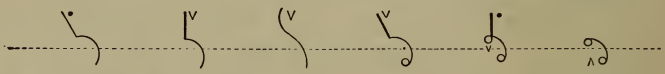
104. Use *ray* for *r* beginning a word, unless *m* follows.

rug ruin rich row risk wreck



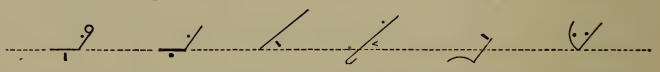
105. Use the curve sign for final *r*, or *rs* (when no *sounded* vowel occurs between the *r* and s), unless the preceding stroke is *k* or *gay; ray* or *hay; m* or *th.*

peer dire fire buyers desires sours



106. Use *ray* for final *r* or *rs* when preceded by *k* or *gay; ray* or *hay; m* or *th.*

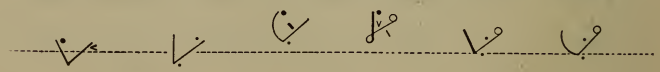
coerce gayer roar hewer moor Thayer



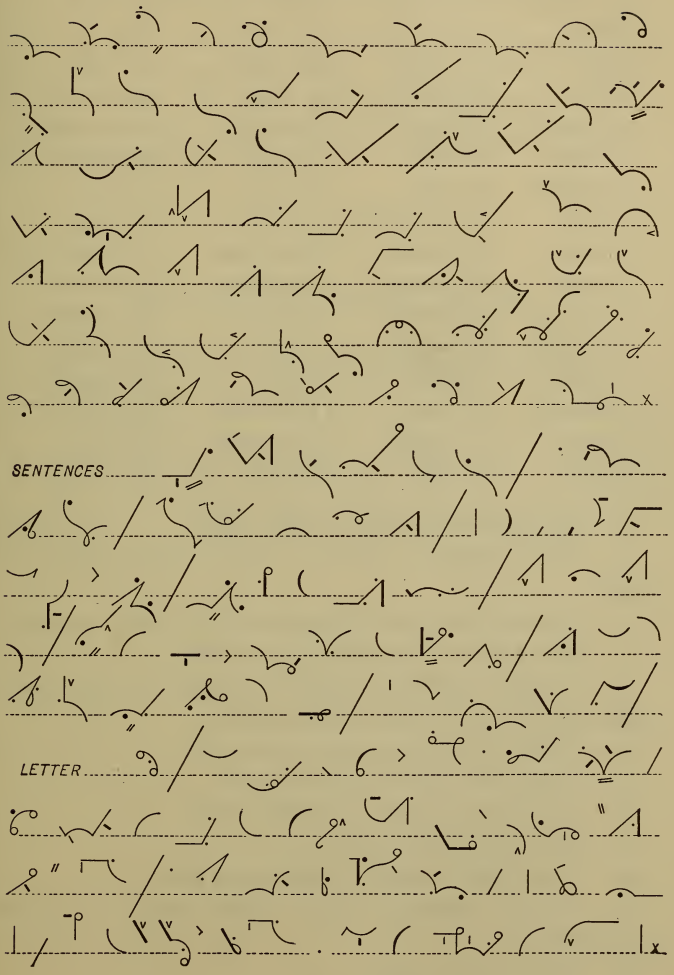
NOTE. In a few words, such as *answer*, *officer*, etc., where *iss* comes between *f*, *v*, or *n*, and *r*, *ray* forms a better junction than *ar*, is faster, and is preferred by many.

107. Use *ray* before a final vowel; also use *ray* before a vowel and final *s*.

Peru tarry theory desirous berries ferries



READING EXERCISE—LESSON No. 10



WRITING EXERCISE—LESSON No. 10

1 ark	16 Arabic	31 erased	46 rum
2 mar	17 four	32 richer	47 rarer
3 jury	18 store	33 ream	48 arrow
4 renew	19 roar	34 barrier	49 steamer
5 aroma	20 irate	35 curry	50 sherry
6 shower	21 soar	36 rake	51 ray
7 story	22 readiness	37 arnica	52 arena
8 wrong	23 hewers	38 marrow	53 nigher
9 aright	24 roomer	39 bureau	54 sorrow
10 Verona	25 berry	40 rainy	55 rebuke
11 ramify	26 wretch	41 arch	56 source
12 furrier	27 bar	42 far	57 repay
13 remedy	28 Peru	43 Darrow	58 carry
14 moor	29 rapier	44 arrayed	59 rich
15 furry	30 urge	45 rack	60 rowing

1. He-erases too-much on-the books.

2. The company carries in stock a-large variety of roses.

3. I-see no reason why they should-ask Mary so much.

4. He-desires to tarry here for a-time.

5. If they take-the steamer Missouri at four, they-may reach Perry in-time for-the parade.

6. Take-the narrow road to-the right.

7. I-fear-the officer will-be severe.

8. Lay sorrow aside and-make merry.

9. He-ought to-be sincere.

10. Urge him to desist and-take no risk.

11. Archie possesses many books, both of stories and-research.

12. Hear-the fire roar.

Sirs: In answer to-yours of-the fourth, the rates will-be-the same on-the house, but higher on-the store, since-the store-house for oil in-the rear makes-the risk hazardous. I wrote-the home office yesterday for-the cheapest rate, and-hope to-receive an-answer by to-morrow. I-desire to-keep your business, and-will-do my best to-make-the rate low.

QUESTIONS—LESSON No. 10

1. What is the general rule for the use of *ar* and *ray?*
2. Why cannot this rule always be followed?
3. Which sign should be used *before m?*
4. Which after?
5. Which sign is generally used for final *r?*
6. Which sign is used before a final vowel?
7. What is the name of the outline for *rests?* For *miser?* For *desire?*

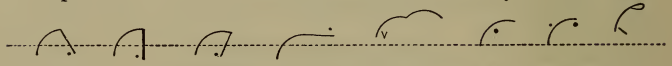
Lesson No. 11

RULES FOR *EL* AND *LAY*

AT THE BEGINNING OF A WORD

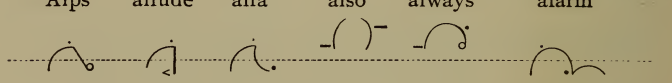
108. Use *lay* for initial *l;* also use *lay* when *l* is the only stroke consonant in the word.

lap lad latch lack lime lay Ella lost



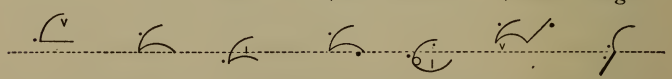
109. Use *lay* after an initial vowel when followed by any *perpendicular* or *inclined* stroke, except *j*.

Alps allude alfa also always alarm



110. Use *el* after an initial vowel when followed by any *horizontal* stroke, or *j*.

alike elm alum Elma Allison Elmira allege

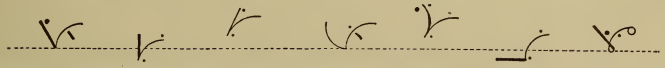


NOTE. On account of its easier junction, and consequent greater speed, many stenographers prefer to use the downward *l* before *n* or *ing;* thus, *el-n* for *lion* or *Leon; el-ing* for *lung; el-iss-n* for *lesson*, etc.

AT THE END OF A WORD

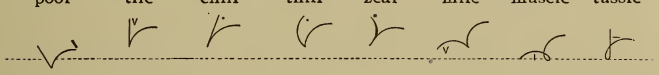
111. Use *lay* when a vowel follows, unless preceded by *n* or *ing*.

below dally chilly fellow easily galley baseless



112. Use *lay* for *final l* after all strokes, except *f, v; n, ing; k, gay; ray* and *hay*.

pool tile chill thill zeal mile muscle tussle



113. Use *el* for final *l* after *f, v; k, gay; ray* or *hay*.

file vale scowl roil Howell

114. Use *el* after *n* and *ing* in all cases.

Nelly kingly wrongly kneel nail snail

L BETWEEN STROKES

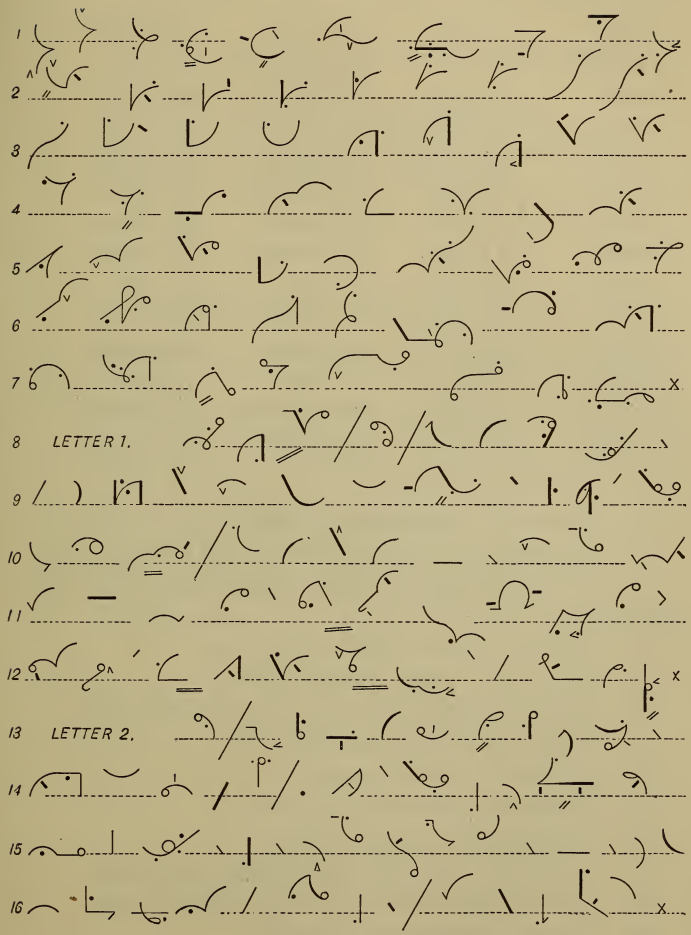
115. Use whichever will give the better junction.

WHEN TO USE *ISH* AND *SHAY*

116. *Ish* is written downward and *shay* upward. *Shay* is generally used when preceded or followed by *l*, as in *lash* and *shell*.

117. *Shay* is also generally used when preceded by *t* or *d*. In other cases use whichever will give the more satisfactory outline.

READING EXERCISE—LESSON No. 11



WRITING EXERCISE—LESSON No. 11

1 meal	15 slash	29 looser	43 comely
2 mellow	16 fowl	30 alimony	44 tile
3 relay	17 ideal	31 fizzle	45 weasel
4 lace	18 elbow	32 muzzle	46 wisely
5 bell	19 allayed	33 lustre	47 police
6 feel	20 loath	34 slashed	48 alack
7 slack	21 thill	35 assail	49 billow
8 lame	22 ledge	36 counsel	50 illness
9 knoll	23 allure	37 elm	51 null
10 poll	24 scale	38 alarm	52 polish
11 pale	25 abolish	39 solicit	53 elope
12 gull	26 foil	40 solve	54 viol
13 mealy	27 excels	41 solitary	55 Elias
14 kneel	28 laces	42 reveal	56 cowl

1. The storm rages in-the valley.
2. Counsel says-the whole thing was a-tissue of lies.
3. He-thinks much of-the social life of our cities, shallow.
4. The law seems unjust and-severe.
5. The boys are big, manly fellows.
6. I-fear I-shall have to-go, but Lulu may stay.
7. Leslie and-Olive came yesterday.
8. A-foul ball lost-the game.
9. The pear was mellow and-juicy.
10. Misers lead lives of misery.
11. The police say-the whole thing was a-fizzle.
12. I-think Ezra should-go to-the mill for meal.
13. The air seems raw and-chilly.

14. Ask Nellie if she will carry these lilies of-the valley to Viola.

15. He-goes to-the office early for-the daily mail.

16. The bill was for tallow.

17. He-thinks they should abolish-the lash.

18. The lame lady lost her latch-key in-the lobby.

19. Paul says it-was folly to take a-ball.

QUESTIONS—LESSON No. 11

1. How many rules are there for the use of *lay* at the beginning of a word?

2. What is the name of the outline for *lack?*

3. What is the name of the outline for *always?*

4. What is the name of the outline for *peal?* For *lead?*

5. Should *el* or *lay* be used in the word *dallied?*

6. What rule is applied in writing *elk?*

7. Is *ish* written upward or downward?

8. Would you use *ish* or *shay* in writing *lash?*

9. Which would you use in writing *shawl?*

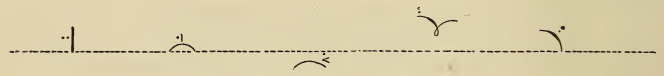
10. When *sh* follows *t* or *d*, should you use *ish* or *shay?*

Lesson No. 12.

H REPRESENTED BY A DOT

118. A convenient and very satisfactory method of representing *h* before a vowel is by a light dot written beside the vowel; thus,

head hum Hume whistle whey

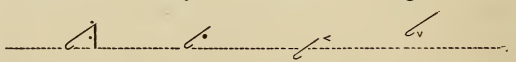


WHEN TO USE THE *H* STROKE

119. *Use the h stroke in the following cases; the dot in all others.*

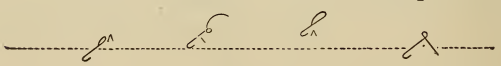
(1) After an *initial* vowel, as in *ahead;* also when it is the only stroke consonant in the word; thus,

ahead hay hew high



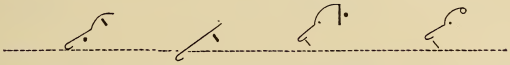
(2) When initial *h* is followed by *s*, as in

housed hustle hoister hasp



(3) When initial *h* is followed by a vowel, a consonant and another vowel, as in

halo harrow holiday Hollis



(4) When followed by two vowels, as in *Howell, haying*, etc.

(5) When it precedes a final vowel, as in *Lehigh.*

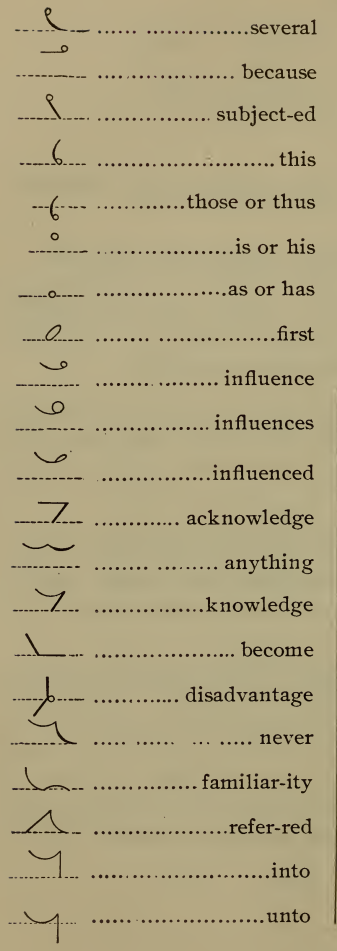
120. Write the *h* dot *beside* a dash vowel, but *before* a dot vowel, so that a line drawn through the two dots would be at right angles to the consonant stroke.

121. Experienced writers almost invariably omit the *h* dot. When deemed necessary, the vowel following the dot is inserted. This, together with the context, is sufficient to indicate the word.

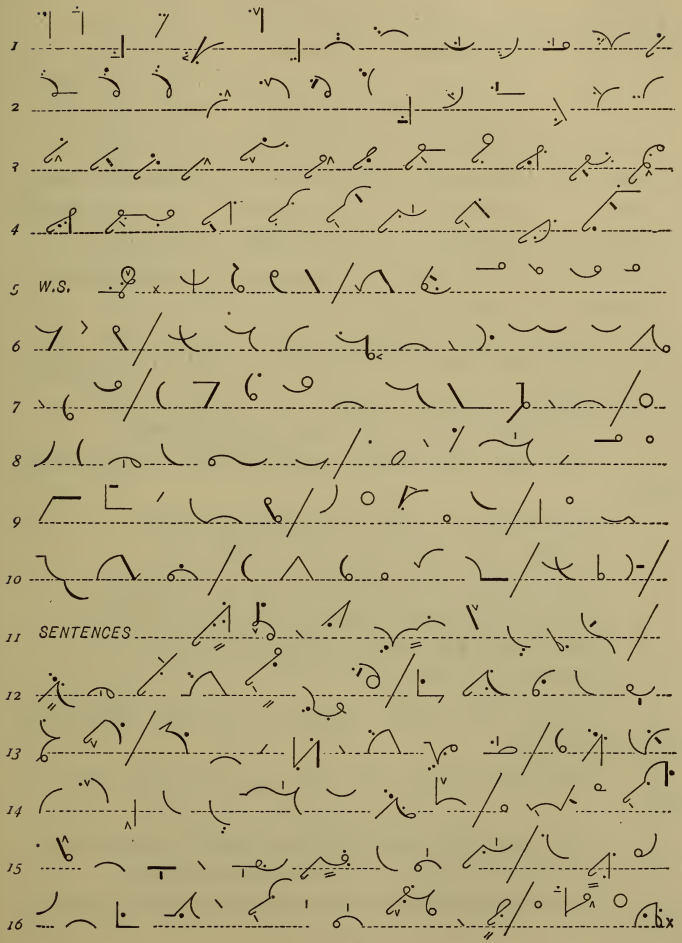
122. The student, from the beginning of his writing, should omit the *h* dot, at least from all familiar words, and he will soon be able to read readily without it.

NOTE. Exceptional cases may arise where a departure from the rules for the use of *l*, *r* and *h* will give some special advantage in joining, in speed, or in the forming of derivatives; but the rules here given will be found to cover, in the best manner, nearly every case. Those who follow the rules closest will be most certain of their notes when it comes to reading them, for the rules are made, for the most part, for the accurate reading of, rather than for the writing of, shorthand.

WORD SIGNS


several
because
subject-ed
this
those or thus
is or his
as or has
first
influence
influences
influenced
acknowledge
anything
knowledge
become
disadvantage
never
familiar-ity
refer-red
into
unto
refers or reference
highly, I will
notwithstanding
nevertheless
object-ed
objector
peculiar-ity
irregular-ity
regular-ly-ity
something
represent-ed
nothing
is as, or is his
his is, or his has
as his, or as is
has his, or has as
now
new, knew
forever
especial-ly

READING EXERCISE—LESSON No. 12



WRITING EXERCISE—LESSON No. 12

1 hops	12 Hicks	22 horseshoe	32 hostile
2 hooks	13 hums	23 Ohio	33 horrify
3 hacks	14 hunks	24 hoes	34 horrid
4 hawks	15 hank	25 Hyson	35 harrassed
5 hoed	16 halves	26 hussar	36 highway
6 ham	17 hubs	27 Harris	37 hissing
7 hate	18 hoops	28 hazy	38 hobbyhorse
8 heel	19 hides	29 hyacinth	39 honey-box
9 whew	20 hang	30 hurried	40 huffish
10 wheezes	21 huckster	31 housetop	41 hallowed
11 hedge			

1. The poor horse was hopelessly stuck in-the muddy highway.

2. He-thinks he-saw-the head of-the hyena.

3. The host and-hostess receive at-the head of-the stairs.

4. Harry lives on-the hill half a-mile away.

5. Hasten, for I-hear Horace whistle.

6. In-the heat of-the day he-sits by-the hedge.

7. Now, in shame he-hangs his haughty head.

8. Ask Hugh if he-will harness-the horse.

9. Haste makes waste.

10. Harriet will make wreaths of holly and-hang them in-the hall.

11. The hole in-the hull will soon cause-the ship to sink.

12. The dog howls and-the hare scurries for-the hills.

13. He-hung his hat on-the hinge of-the door.

14. The high heel came off her shoe on-the-way to-the house.

15. Never have I seen so many subjected to these disadvantages.

16. The way is-as familiar as ever.

17. He-refers to-the many peculiar influences which first took him away.

18. The whole thing was irregular.

19. Several came to hear-the subject discussed.

20. The disadvantages of-the system are now familiar to-many.

21. Anything in-the-way of knowledge may become an-advantage.

22. They think highly of-his reference.

23. Several have already objected because of irregularities.

24. Nevertheless, they refer to several causes.

25. Is-his case now on?

QUESTIONS—LESSON No. 12

1. What two methods are employed for representing *h*?

2. How many rules are given for the use of the *h* stroke?

3. When initial *h* is followed by *s*, should you use the stroke or the dot?

4. Would you use the stroke or the dot in writing the word *hood*?

5. In writing the word *hose*, would you use the *h* stroke or the *z* stroke? What is the rule governing this?

6. When *h* is followed by a vovel, a consonant and another vowel, should the *h* dot or stroke be used?

7. Should the dot or stroke be used in *hill*? In *hilly*? In *halls*?

Lesson No. 13

THE *W* STROKE AND SEMICIRCLES

USES OF THE *W* STROKE

123. Use the *w* stroke after an initial vowel; also when *w* is the only stroke consonant in the word.

awoke await Owego Iowa

124. Use the *w* stroke when *s* follows, in such words as

waste wiser wisely edgewise always whiskey

125. Use the *w* stroke for initial *sw* when followed by *m*, *n* or *l*.

swim swale Sweeney swallow swells

126. *Use the Y Stroke* when it is the only stroke consonant in the word, or when it is followed by *s*, as in *yes*, *yeast*, etc. The stroke should also be used for *y* following an initial vowel, as in *oyer*.

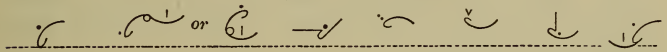
BRIEF SIGNS FOR *W*

127. For convenience and speed, *w* is also represented by three brief signs; a small initial *hook*, and two *semi-circles*. The semi-circles are (c) *weh*, opening to the right, and (ɔ) *wuh*, opening to the left.

THE *W* HOOK

128. A small hook for *w* is used on *five* strokes *only; lay, el, ray, m* and *n;* thus,

wail Wilson queer whim wine twin unwell

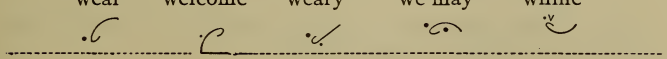


129. The names of the strokes with the *w* hook attached are *wel, wer, wem* and *wen.*

WHEN TO USE THE *W* HOOK

130. Use the *w* hook for *initial w* when followed by any of the five strokes to which it may be joined; namely, *lay, el, ray, m* or *n.*

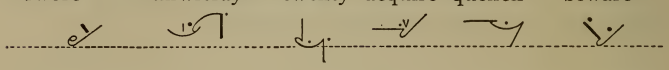
weal welcome weary we may whine



131. Use the *hook* for *initial sw* preceding *r*, as in swore, etc. (*Iss* is not joined to any other *w-hook* consonant.)

Also use the hook for *w* between consonants when it is followed by *lay*, *el*, *ray*, *m* or *n*, providing it can be conveniently joined.

swore unwieldy twenty acquire quench beware



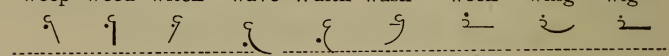
NOTE. The names of the above outlines are *iss-wer*, *n-wel-d*, *t-wen-t*, *k-wer*, *k-wen-chay* and *b-wer*.

WEH AND *WUH*

132. *Weh* or *wuh* may be joined to any stroke, except *h*, not taking the *w* hook. *Wuh* is always used before *ing*, *k* and *gay*.

133. In choosing between *weh* and *wuh*, always use *weh* when it will form *an angle* with the stroke to which it is joined. When it will not so join, use *wuh*.

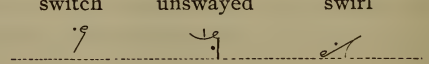
weep weed witch wave Waith wash week wing wig



ISS JOINED TO *WEH* AND *WUH*

134. The small circle may be joined to *weh* and *wuh*, and to the *w* hook on *ray;* thus,

switch unswayed swirl



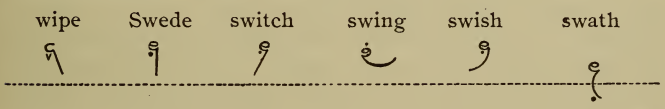
135. In joining *iss* to these signs, the best results will be secured by slightly flattening the circle, that is, making it more like a loop than a circle. See preceding illustration.

136. The names of the consonants with *weh* and *wuh* attached are *weh-t*, *weh-chay*, *wuh-k*, *wuh-ing*, etc.

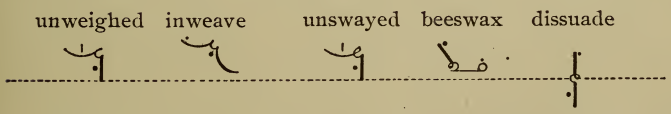
137. If the *iss* circle is added to *weh* and *wuh*, the names would be *iss-weh-t*, *iss-weh-chay*, *iss-wuh-k*, *iss-wuh-ing*, etc.

WHEN TO USE *WEH* AND *WUH*

138. Use *weh* or *wuh* for initial *w* or *sw*, unless followed by *s* or *z*, or by one of the *w-hook* consonants, (*l*, *m*, *n*, *ray*).



139. Use *weh* or *wuh*, joined, in the middle of such words as

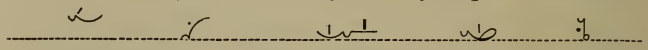


BRIEF SIGNS FOR *Y*.

140. *Y* has two brief signs; (◡) *yeh*, opening upward, and (◠) *yuh*, opening downward.

141. Use *yeh* or *yuh* as may be most convenient, but join so as to form a *sharp angle* with the consonant to which it is attached.

yon yell unyoke youngster Yates

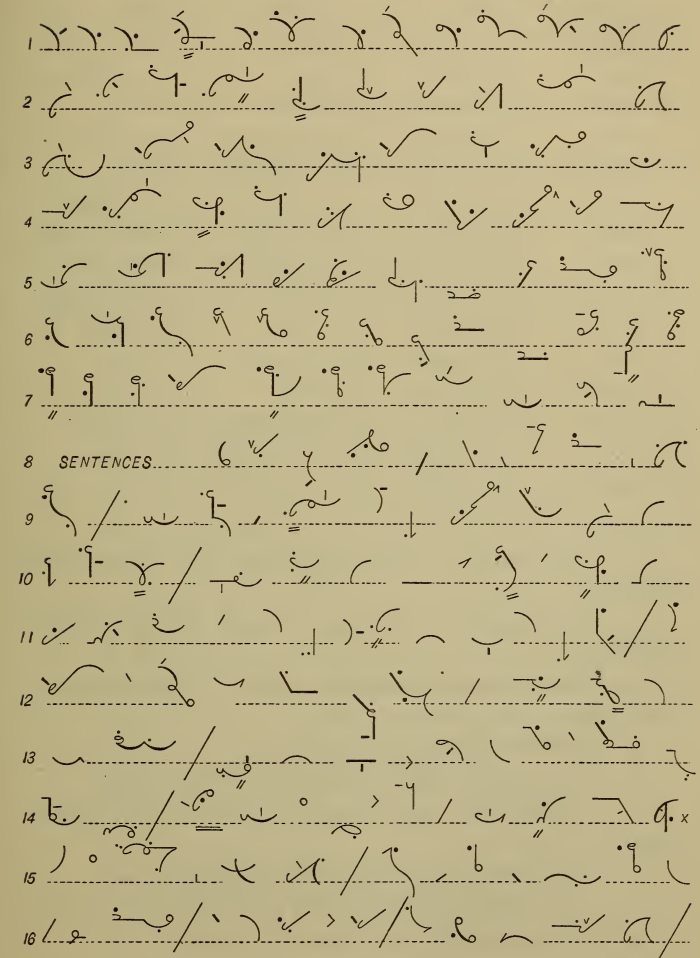


142. When *y* begins a word, it is represented by *yeh* or *yuh* joined, unless followed by *s*, in which case the *y* stroke is used.

REMARKS. The foregoing rules for the use of *brief w* and *y*, refer to these signs when *joined* to consonant strokes. In the following chapter they will be given disjoined. It is, therefore, very important that this lesson be *thoroughly mastered* before proceeding further.

Do not be weary in your practice, nor become impatient to proceed. Master every principle as you advance and practice the Reading and Writing Exercises until every word can be read without hesitation and written quite readily. Do this with all subsequent lessons, and you will reach the desired goal in the shortest possible time. Furthermore, you will have the ultimate satisfaction of being able to read your notes readily. Failure awaits him who passes to a new lesson before mastering the preceding one.

READING EXERCISE—LESSON No. 13



WRITING EXERCISE—LESSON No. 13

1 awaits	17 twin	33 welfare	48 white-wine
2 awhile	18 wealthy	34 wheat	49 whiteness
3 west	19 worse	35 wad	50 woodhouse
4 whist	20 Welsh	36 white	51 swab
5 woes	21 whine	37 weakness	52 swath
6 wheeze	22 whence	38 whitewood	53 swap
7 yaw	23 wines	39 waxes	54 swarthy
8 oyez	24 wiles	40 waggish	55 sweetness
9 yeast	25 unworthy	41 wallower	56 swearer
10 yestereve	26 unwearied	42 walk	57 sweetwood
11 well	27 quarry	43 whack	58 yellow
12 wall	28 wearily	44 wingless	59 yacht
13 wheel	29 weaver	45 whip	60 yam
14 whale	30 warp	46 whitecap	61 Eunice
15 wiry	31 warmth	47 whitewash	62 yawns
16 warlike	32 warty		

1. This worthy young fellow does office work at-the Waverly.

2. He swears he-saw-the witness in-the window opposite.

3. The young housewife sought a-few pieces of-Wedgwood at-the Elmwood sale.

4. It-is a-warm and-windy day.

5. The widow wore a-white and-yellow shawl.

6. Winnie may help do-the housework for a-week or so.

7. His weakness for wine may cause his ruin.

8. They eat too-many sweets to-be well and-hearty.

9. It-is unwieldy and-much-the worse for wear.

10. I-fear-the youngster is unworthy.

11. The youth works for small, weekly wages.

12. Weak, weary and-wet they came to-the window for aid.

13. Will twenty of-these large, yellow quinces make a-peck?

14. Should Webster awake soon, ask him to sweep-the sidewalk.

15. The door of folly swings wide to-the heedless.

16. If he-is wise he-will await us here.

17. This young Yankee will name his yellow yacht "The Swallow."

QUESTIONS—LESSON No. 13

1. *W* is represented by how many signs?
2. To how many strokes may the *w hook* be joined?
3. What is the name of the *w semicircle* opening to the right? To the left?
4. When initial *sw* is followed by *m*, *n* or *l*, by what should the *w* be represented?
5. What outline should be used in writing the word *awhile?*
6. What is the name of *m* with the *w hook* attached?
7. In writing the word *week*, which should you use, *weh* or *wuh?* Why?
8. *Iss* may be joined to the *w hook* on what stroke?
9. May *iss* be joined to both *weh* and *wuh?*
10. What is the name of the outline for *swayed?*
11. May *weh* be joined to any stroke?
12. In joining *weh* or *wuh*, how do you tell which one to use?
13. What is the name of the outline for *wing?*
14. What is the name of the outline for *switch?*

Lesson No. 14

BRIEF *W* AND *Y* IN THE VOWEL PLACES

143. *W* or *Y* and a following vowel, may often be advantageously represented by writing the brief *w* or *y* in the place of the vowel.

144. *Weh* and *yeh* are used to represent the dot vowels, and *wuh* and *yuh* the dash vowels.

dwell twist lawyer quick quota

145. *W* or *y* and a following diphthong may be expressed by writing the brief *w* or *y* in the place of the diphthong.

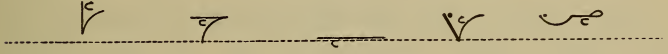
The following table will show the *brief w* and *y* in the vowel places.

wē or wĭ	waw or wŏ	yē or yĭ	yaw or yŏ
wā or weh	wō or wuh	yā or yeh	yō or yuh
wah or wă	wōō or wŏŏ	yah or yă	yōō or yŏŏ

Should great accuracy be required, the semicircles may be made heavy for the long vowels and light for the short ones. This distinction, however, is considered wholly unnecessary in practice.

146. The *brief w* disjoined, is used principally for *w between* consonants, where the hook or semicircle could not be joined to advantage ; as in

twill quail quake bewail inquest



147. Brief *y* is also employed to represent two concurrent vowel sounds, the first of which is *i* or *e ;* thus,

yă for *ia* as in opiate.....

yuh for *iu* as in various...

yŏ for *io* as in inferior.....

yă for *ia* as in Arabia.....

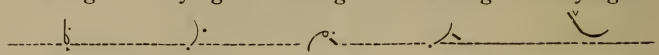
148. While the employment of *brief y* as above illustrated does not exactly express the vowel sounds, it represents the sounds we most frequently hear in rapid speaking. It fulfills all requirements and results in the saving of one vowel, and sometimes of one consonant stroke also, as in *furious*.

THE AFFIX *ING*

149. *ING.* The affix *ing* may be expressed by the stroke *ing*, or by a *light dot* written at the *end* of the

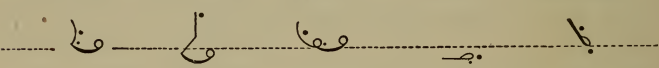
consonant outline. The dot will usually be found the more convenient; thus,

testing saying losing showing buying



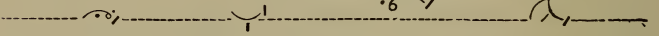
150. *INGS.* The affix *ings* should be expressed by the stroke *ing-iss* whenever it can be conveniently joined. When it cannot be conveniently joined a *heavy dot* may be used; thus,

sayings teachings facings castings bastings



151. *INGLY.* The affix *ingly* may be expressed by a *heavy dash* at the end of the consonant outline; thus,

amazingly knowingly seemingly lovingly

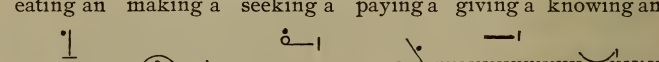


152. *ING THE.* The affix *ing* and a following *the* may be expressed by writing a *light dash* in the place of the dot for *ing*. The dash should be written in the direction of *p* or *chay;* thus,

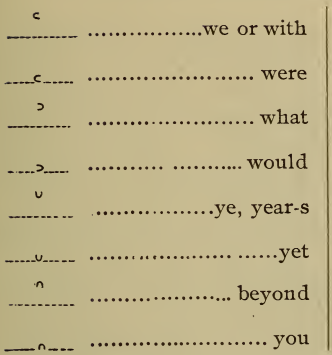
paying the doing the shaping the seeking the choosing the

153. *ING A, AN* or *AND.* The affix *ing*, and a following *a, an* or *and* may be expressed by writing a *light dash* in the direction of *t* or *k* in place of the dot for *ing;* thus,

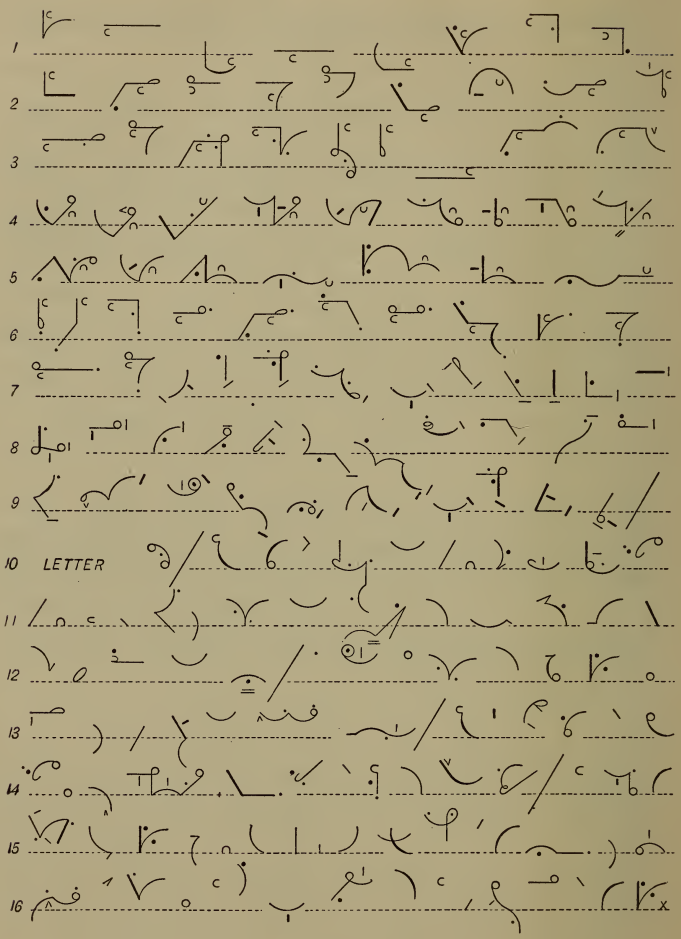
eating an making a seeking a paying a giving a knowing an



WORD SIGNS—CONTRACTIONS.



READING EXERCISE—LESSON No. 14



WRITING EXERCISE—LESSON No. 14

1 twists
2 quest
3 quakes
4 dwells
5 squaws
6 quail
7 squeal
8 equipage
9 squib
10 quoth
11 squeak
12 quickness
13 squalor
14 squatty
15 quickest
16 equate
17 Quebec
18 quicklime
19 squeezes
20 quizzes
21 squeaks
22 mania
23 opiate
24 studious
25 idiom
26 notorious
27 Siberia
28 India
29 Saviour
30 genial
31 cameo
32 radius
33 magnolia
34 oriole
35 opium
36 audience
37 Victoria
38 waging
39 wagging
40 waiving
41 walking
42 walloping
43 warring
44 whirring
45 wavering
46 waxing
47 wedding
48 waylaying
49 whizzing
50 bobbing
51 boasting
52 yoking
53 winking
54 wreaking
55 sweeping
56 switching
57 swimming
58 swallowing
59 quakingly
60 beamingly
61 appallingly
62 jestingly
63 resistingly
64 boastingly
65 beseechingly
66 equipping
67 quizzing
68 acquitting
69 swooping
70 untwisting
71 squibbing
72 thwacking
73 steaming
74 sneezing
75 hoisting
76 arresting
77 rescuing a
78 abusing a
79 rebuking a
80 excelling the
81 coaching a
82 buying and
83 smoking and
84 revising and
85 dusting and
86 checking the

1. We-are aware where we-will see him.

2. What do-you say if-we walk beyond-the mill?

3. Were you with-me when he-referred to-the disadvantage of-his lack of knowledge and-influence?

4. Whenever and-wherever we-may go we-may always see something peculiar if-we but look.

5. We-will stay here while you seek something familiar.

6. When we go with you we-know we-will have a-nice time.

7. Beyond-the house is-the mill, where you-may go whenever you wish.

8. The boys are going swimming, and-would like Webster to-go with-them.

QUESTIONS—LESSON No. 14

1. What is the principal use for *weh* and *wuh* disjoined?

2. When *w* and a following dash vowel are to be represented, which should be used, *weh* or *wuh?*

3. If you write *weh* in the place of "ɪ", what sound does it represent?

4. In expressing *y* and a dot vowel, which should be used, *yeh* or *yuh?*

5. How many ways are there of expressing the affix *ing?*

6. Which way is usually the more convenient?

7. When the affix *ings* cannot be expressed by the stroke *ings*, how may it be represented?

8. How may the affix *ingly* be expressed?

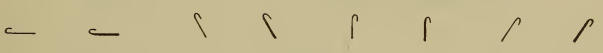
9. Explain the difference between the method of expressing the affix *ing the*, and the affix *ing a.*

Lesson No. 15

THE *L* HOOK

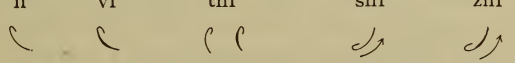
154. A *small initial hook* on the *upper* side of *k* and *gay*, or on the *right* side of any downward straight line adds *l;* thus,

kl gl pl bl tl dl chl jl



155. A *small initial hook* on the concave (inner) side of *f*, *v*, *th*, *sh*, and *zh* adds *l;* thus,

fl vl thl shl zhl



NOTE. In *shl* and *zhl*, the hook is at the *bottom* and the strokes are written *upward*. *Zhl* is the only heavy stroke in shorthand written upward. *l*, *way*, *y*, *s*, *z*, *ar*, *ing*, and *hay*, do not take the *l* hook.

156. A *large initial hook* on *m*, *n*, and *ray* adds *l*. The hook should be made about one-half the length of the consonant; thus,

ml nl rl

157. *The names* of the *l* hook consonants are formed by sounding the vowel *eh* between the consonant stroke and the *l* hook; thus, *kel*, *gel*, *pel*, *bel*, *fel*, *shel*, *zhel*, *mel*, *nel*, *rel*, etc.

158. *Three Things to Remember About the L Hook:*

1st. That it is always at the *beginning* of a consonant stroke.

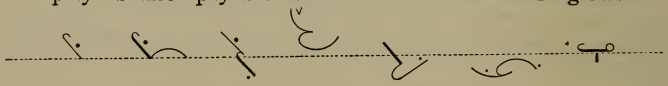
2d. That it is on the *right* side of downward straight lines and the *upper* side of *k* and *gay*.

3d. That it must be made large on *m*, *n*, and *ray* to avoid being confused with the *w* hook on the same letters.

GENERAL USE OF THE *L* HOOK

159. The *l* hook is used principally in those words where no sounded vowel, or one of but minor importance, would come between the consonant and *l;* as in,

play blame payable final barrel enamel glows



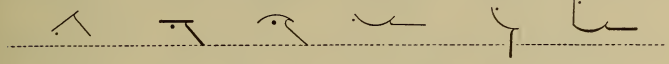
VOCALIZATION OF *L* HOOK CONSONANTS

160. A stroke with an *l* hook is vocalized the same as a simple consonant sign, but the hook must be read *after the stroke.* See example above.

IMPERFECT HOOKS

161. It is not always possible to make a perfect *l* hook between strokes. Where the hook cannot be made perfect, a slight retracing of the preceding consonant will clearly indicate the hook; thus,

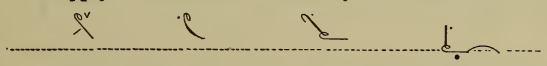
ripple gable maple nickel fiddle tingle



ISS JOINED TO AN *L* HOOK

162. *Iss* may be joined to the *l* hook by writing it distinctly within the hook. When so joined, a slight flattening of the circle will produce the best results; thus,

supply civil briskly disclaim

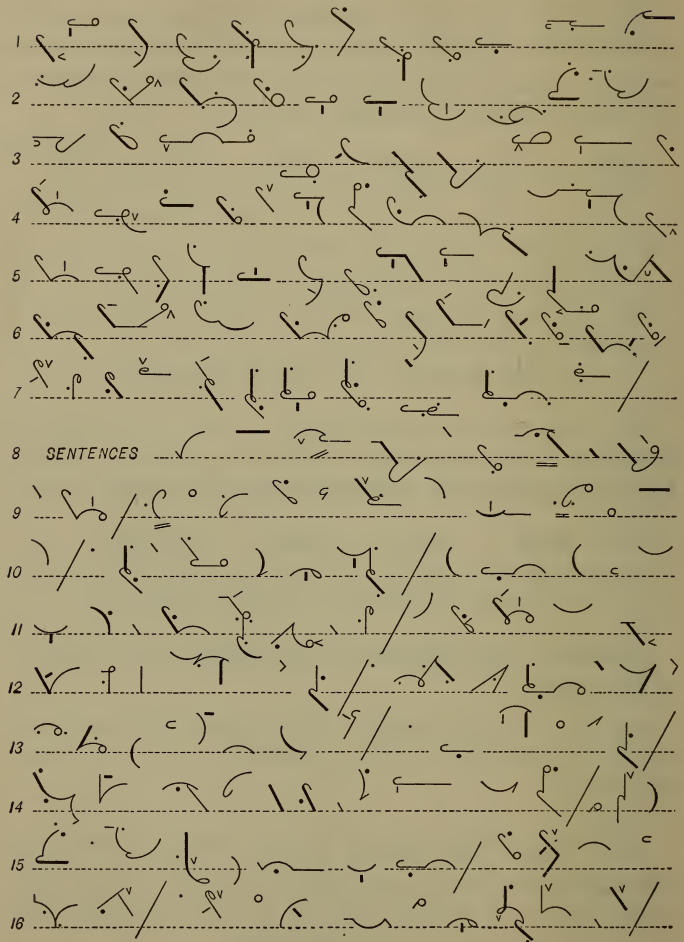


CAUTION. The loops and large circle are not prefixed to the *l* hook.

The names of the *l* hook signs, with *iss* prefixed, are *iss-vel*, *iss-pel*, *iss-del*, *iss-kel*, etc., or, when convenient to sound, *svel*, *spel*, *sdel*, *skel*, etc.

163. MAKE THE HOOKS SMALL. Observe the size here given and try to get yours the same. The large hook on *m*, *n*, and *ray* should be twice as wide and about twice as long as the small hooks.

READING EXERCISE—LESSON No. 15



WRITING EXERCISE—LESSON No. 15

1 plea	17 Bible	33 flannel	49 fly-wheel
2 clip	18 buckle	34 flesh	50 evil
3 clash	19 kennel	35 funnel	51 cloak
4 plague	20 stumble	36 fluster	52 blazing
5 outfly	21 replace	37 likely	53 civil
6 joggle	22 double	38 clue	54 saddle
7 classed	23 vocal	39 bevel	55 display
8 cable	24 flag	40 peddle	56 displease
9 blackness	25 cluster	41 camel	57 plausible
10 table	26 thickly	42 clams	58 noticeable
11 fluid	27 flume	43 closed	59 plastering a
12 smuggle	28 nimble	44 panel	60 pleasing the
13 pluck	29 bluster	45 cling	61 clasping a
14 reclaim	30 noble	46 glazes	62 playing and
15 pleases	31 staple	47 oblige	63 blessing the
16 enable	32 legally	48 final	64 shoveling the

1. Please replace-the two missing panels in-the closet door.

2. On-the-way we saw Noble with a-load of apples, plums and-pickles.

3. On-Wednesday we-will visit-the new tunnel with-my uncle, who-is one of-the officials.

4. It-is possible they-may settle-the claim now, but a-legal battle for-the title seems likely.

5. I-wish Michael would pluck a-few clusters of-those pink and-white blossoms for me.

6. Come with-me and I-will show you-the samples of blue and-white flannel, which we-are now displaying.

7. When we settle-the affairs of-the company we-will place your claim first.

8. To make-the scheme feasible, his influence is most desirable.

9. Our research discloses but a-small supply.

10. The "Camels" will play-the final game with-the "Elmwoods" on-Wednesday

11. The company should employ him as he-will make a-most amiable official.

12. She-is feeble and I-fear may stumble.

13. The business places close at six.

14. Please ship at once one fly-wheel for our duplex blower, and-much oblige.

15. If-you-will come with-me we-will place a-new panel in-the double door.

16. I-will show you our samples of blue enamel ware.

17. Please show us-the clay model.

QUESTIONS—LESSON No. 15

1. A small initial hook on the upper side of *k* and *gay* represents what letter?

2. What letter is represented by a small initial hook on the right side of downward straight lines?

3. In what manner do *shel* and *zhel* differ from *fel* and *vel?*

4. What letters do not take the *l* hook?

5. How does the *l* hook on *m*, *n* and *ray* differ from the *l* hook on other strokes?

6. Why is the *l* hook on *m*, *n* and *ray* made large?

7. What is the name of *m* with an *l* hook?

8. Is the *l* hook ever written at the end of a stroke?

9. How is a stroke vocalized with an *l* hook attachment?

10. How is an imperfect *l* hook formed?

11. How may the *iss* circle be joined to the *l* hook?

12. May the loops or the large circle be added to the *l* hook?

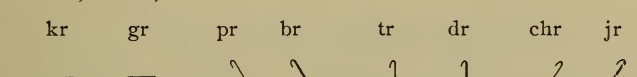
13. What is the name of the outline for *settle?* For *disclose?*

Lesson No. 16

THE *R* HOOK

164. A small initial hook on the lower side of *k* and *gay*, and on the left side of any *downward straight* line adds *r;* thus,

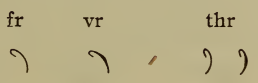
kr gr pr br tr dr chr jr



165. Notice that the *r* hook on these letters is exactly opposite the *l* hook ; the *l* being on the right side, the *r* hook on the left side.

166. A small hook on an *inverted f*, *v* or *th* adds *r;* thus,

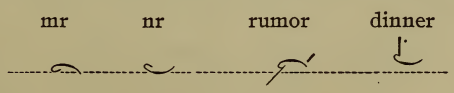
fr vr thr



167. The above characters cannot be confused with *ar*, *w*, *s* or *z*, because these strokes *never take* an *initial* hook.

168. A small initial hook on a *shaded m* or *n* adds *r ;* thus,

mr nr rumor dinner



169. A small hook at the *top* of *sh* and *zh* adds *r*; thus,

shr zhr shriek measure

170. Remember that in *shr* and *zhr* the hook is at the *top*, and the strokes are always written *downward*. On *shl* and *zhl* the hook is always at the *bottom*, and the strokes are written *upward*. There is, therefore, no confliction between *sher* and *shel*, or *zher* and *zhel*.

VOCALIZATION, USE, ETC.

171. Strokes with *r* hooks are vocalized and used the same as strokes with *l* hooks, and are governed by the same rules. The hook is always read after the consonant stroke. When a circle is prefixed to an *l* or *r* hook, read the circle first.

172. When it is impossible to make a perfect hook between strokes, an imperfect hook may be formed by retracing the stroke preceding the hook; thus,

cheaper baker digger dauber

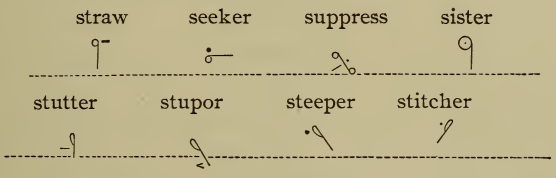
173. CAUTION. The *r* hook on *m* and *n* must be made small, and the *m* and *n* shaded, or confliction will result with the *w* and *l* hooks on the same letters. Note the difference.

nr mr wn wm nl ml

174. The names of the *r* hook consonants are *per*, *ber*, *ter*, *der*, *cher*, *jer*, *ker*, *ger*, *ner*, *mer*, *sher*, *zher*, *ther*, etc.

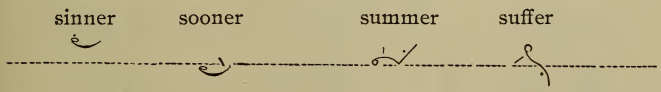
ISS, *SEZ*, AND *STEH* PREFIXED TO *R* HOOKS

175. Writing a small circle in place of the *r* hook on *straight* lines prefixes *s*; writing a large circle in place of the hook prefixes *sez*; writing a small loop in place of the hook prefixes *steh*; thus,



NOTE. The *ster* loop is never prefixed to an *r* hook.

176. *N* is the only curved *r* hook sign taking *initial iss*; hence, the *r* in such words as *summer* and *suffer* should be expressed by the stroke *r*, not with an *r* hook.

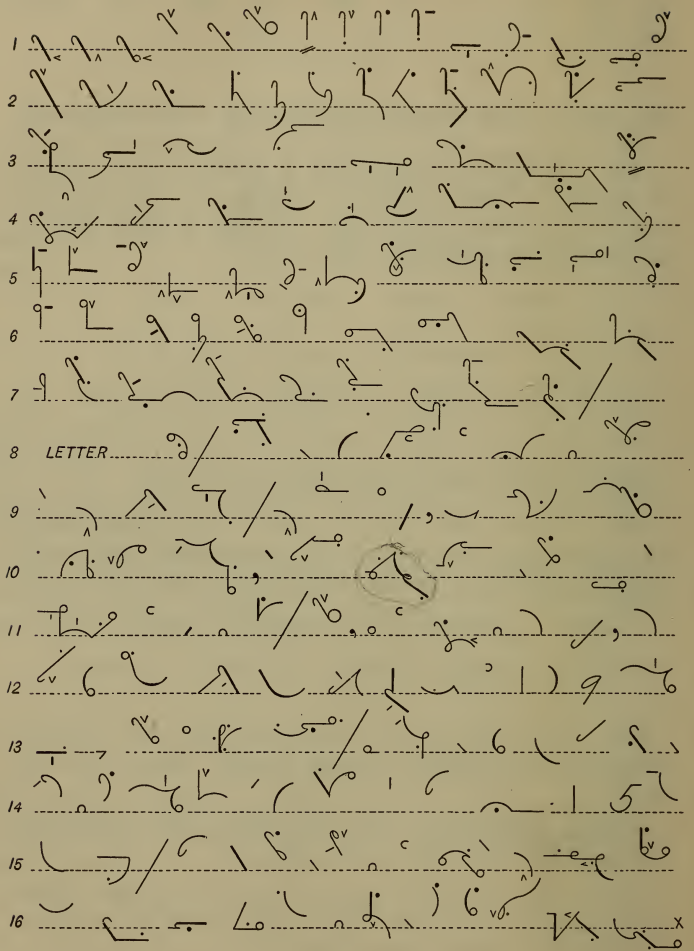


177. *Per*, *bel*, *kel*, *ter*, *ner*, etc., with *iss* prefixed, should be called *iss-per*, *iss-bel*, *iss-kel*, *iss-ter*, *iss-ner*, etc.

If more convenient, and the syllable can be spoken, they may be called *sper*, *sbel*, *skel*, etc.

NOTE. When *sh* followes *per*, *ber*, *ter* or *der*, use *shay*. When *sh* follows *pel* or *bel*, use *ish*. That is to say, write the *sh* on the side opposite the hook on these strokes.

READING EXERCISE—LESSON No. 16



WRITING EXERCISE—LESSON No. 16

1 shriek
2 decry
3 rimmer
4 author
5 eagerly
6 broker
7 precise
8 pepper
9 rubber
10 depressed
11 crying
12 crust
13 growth
14 copper
15 prior
16 crawl
17 teacher
18 bookmaker
19 appraise
20 trash
21 freer
22 slipper
23 thrasher
24 cooperage
25 propose
26 free
27 treaty
28 grassy
29 crouching
30 prying
31 cream
32 trigger
33 shaker
34 knocker
35 jobber
36 thrash
37 stunner
38 silvery
39 shrug
40 bray
41 praising
42 groom
43 gripping
44 creeping
45 depressing
46 crime
47 truck
48 drier
49 crush
50 thrush
51 throb
52 lover
53 thresh
54 tray
55 pricing
56 crop
57 powder
58 brim
59 drumming
60 bother
61 dinner
62 maker
63 freely
64 feathery
65 drawer
66 oppressed
67 drying
68 priced
69 greedy
70 editor
71 prairie
72 soaker
73 suppress
74 secrecy
75 stripper
76 scrabble
77 supervise
78 screeching

1. The editor proposed many pressing measures.

2. I-presume we-shall hear-the author of-this new play speak at-the club dinner, Friday.

3. At last-the dreary day drew to a-close, and supperless, the weary soldiers sought repose.

4. This scrap of blue paper will-be suitable.

5. The brickmaker was making bricks and-the baker was frying crullers.

6. Please ask Roger to bring me a-small crock of-cream for breakfast.

7. The stripes on-the funnel were black and-white.

8. The author eagerly proposed many striking measures at-the teachers' dinner.

9. I-have yours of yesterday with-the samples enclosed, and-thank-you for your trouble.

10. You-may ship me on Saturday three pieces each of-the damask tablecloth, and-the navy blue flannel, at-the prices you name. If, however, you are able to-make-the terms, two off for cash, I-would like it. Yours truly,

11. My daughter Clara, who-is now in Denver, saw-the eclipse of-the sun on-Friday of last week.

12. Your display of papers is nice and-as your prices are reasonable your sales should-be large.

QUESTIONS—LESSON No. 16

1. Explain the difference between *kel* and *ker*.
2. May the *r* hook be prefixed to any downward straight line?
3. What letters are inverted when taking the *r* hook?
4. Which side of downward straight lines takes the *r* hook?
5. How does *mer* differ from *wem?*
6. How many initial hooks does *m* take?
7. How may *iss* be prefixed to the *r* hook on *p?* On *k?*
8. To what curved *r* hook sign may *iss* be prefixed?
9. How is *sez* prefixed to the *r* hook on straight lines?
10. Is the *ster* loop ever prefixed to the *r* hook?
11. What is the name of the outline for *sister?*

Lesson No. 17

SPECIAL USE OF *L* AND *R* HOOKS

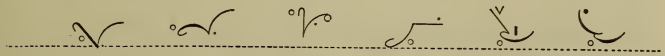
178. Long or unsatisfactory outlines may frequently be avoided by the use of *l* and *r* hooks, even when there would be a distinct vowel sound between the *l* or *r* and the consonant stroke, as in *recourse*, *portray*, etc.

SPECIAL VOCALIZATION

179. In placing a vowel that is to be read *between* a consonant stroke and an *l* or *r* hook, observe the following rules :

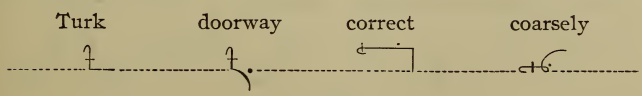
(*a*) When a dot vowel is to be represented, make the dot into a circle and write the circle *before* the stroke when the vowel is long, or *after* if the vowel is short. Occasions will arise, however, where this cannot be done. In such cases, place the circle on whichever side of the stroke will be most convenient ; thus,

barely merely tearless shellac pioneer veneer

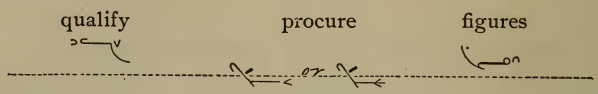


(*b*) When a dash vowel is to be read between a stroke and an *l* or *r* hook, the dash should be struck through the stroke ; thus,

Turk doorway correct coarsely



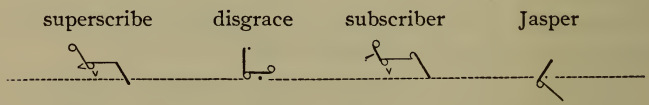
(*c*) When a diphthong, or a semi-circle, is to be read between a stroke and an *l* or *r* hook, it must be struck through the stroke, or written at the beginning or end of the stroke ; thus,



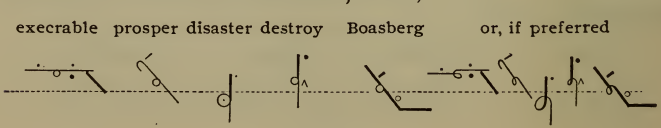
THE CIRCLE AND *R* HOOK BETWEEN STROKES

180. *S* may be represented between any *downward straight* line (*p*, *b*, *t*, *d*, *chay*, *j*) and *ker* or *ger*, by making the circle on the *right* side of the downward line and joining the *k* or *gay* from the *top* of the circle.

S may also be added between *chay* or *j*, and *pr* or *br* by joining the *p* or *b* in the same manner, that is, from the top of the circle ; thus,

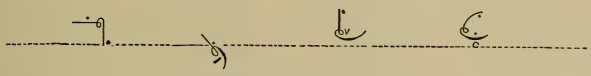


181. *Iss* or *sez* may be prefixed to the *r* hook *between two straight lines in the same direction*, by turning the circle on the lower side of *k* or *gay*, and on the left side of the downward strokes ; thus,



182. In other cases the circle for *iss* is written distinctly within the hook ; thus,

extra Passover designer listener



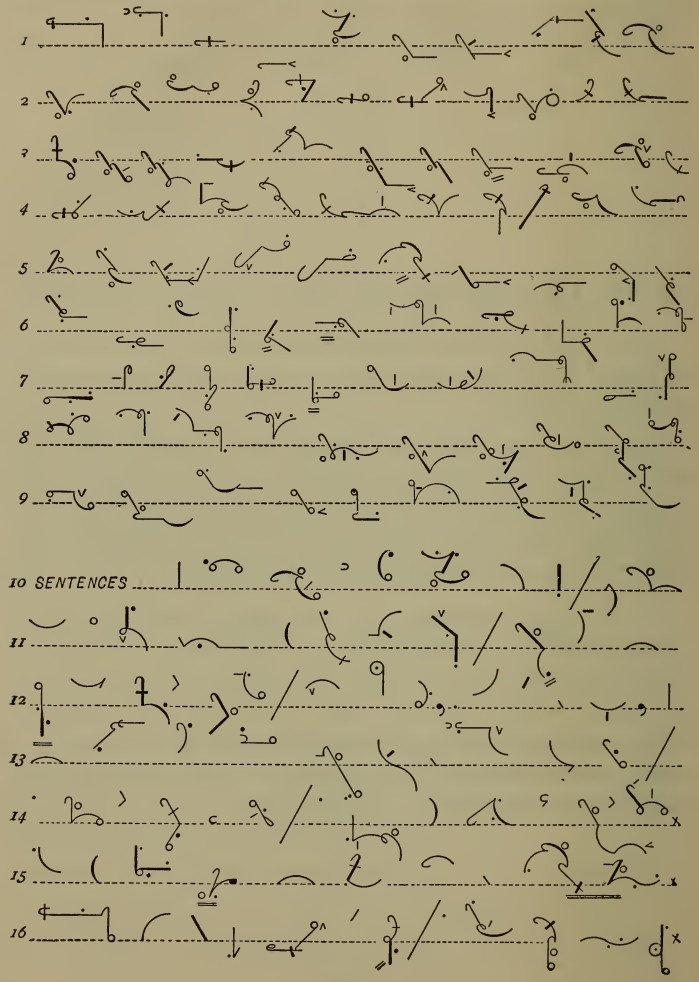
GUIDE TO THE USE OF THE *L* AND *R* HOOKS

183. Use the hook in all cases where no vowel sound, or one of but minor importance, would come between the stroke and hook.

(*a*) The hook may also be used in words of three or more consonants, and occasionally in words of two consonants (even where a strong vowel sound occurs between the stroke and hook), providing the hook would give a better or more rapid outline than the stroke.

(*b*) Do not, however, use the hook where the *l* or *r* stroke could be written to *equal* advantage and would make a plainer outline ; thus *file* should be written *f-el*, not *fel; re-file, ray-f-el; bar, b-ar*, not *ber; door, d-ar*, not *der;* but *doorway* could safely be written *der-way*, and *bark, ber-k*, thus giving a more compact and easier outline than *d-ar-w* and *b-ar-k*.

READING EXERCISE—LESSON No. 17



WRITING EXERCISE—LESSON No. 17

1 coal-black
2 coarsely
3 burst
4 charm
5 foolscap
6 occurs
7 shark
8 shares
9 gore
10 careless
11 church
12 portray
13 seashore
14 filthy
15 fork
16 firmly
17 forsake
18 forkless
19 term
20 car
21 verily
22 qualify
23 unfurl
24 curable
25 outstretch
26 disastrous
27 pasture
28 curb
29 pearl
30 carboy
31 sharp
32 courage
33 foolish
34 slavery
35 endures
36 descry
37 discourage
38 suitor
39 feasible
40 distressed
41 disagreeable
42 discourses
43 Turk
44 pioneer
45 nearly
46 charcoal
47 doorway

1. Such a-discourse is scarcely suitable for-the time and-place.

2. The officials are now at-the scene of-the disastrous wreck on-the Lake Shore.

3. The firm will engage two extra designers, March first.

4. They suppressed all telegrams.

5. Charley will take a-course in engineering at Ann Arbor.

6. The prisoner was courageous, but coarse and-vulgar.

7. He-will purchase books and-have recourse to-the knowledge he-desires.

8. Strong drink is a-curse.

SIR:

Since Driscoll's telegram of yesterday, promising to ship your automobile on Thursday, our engineer has noticed a-fracture in-the rim of-the rear right wheel. The tire also is weak, he says, and-is liable to burst at any time on being subjected to increased pressure. Both must be replaced. This will require time, but we-will procure a rim at-the factory today, and-by working extra will be able to ship your car by-the steamer Empress, which sails at three o'clock Friday, and reaches Plymouth early Saturday.

Yours truly,

QUESTIONS—LESSON No. 17

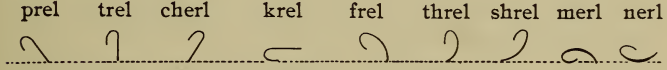
1. Are the initial hooks ever used when a strong vowel sound comes between the stroke and hook?
2. What is the object in using the hook when a strong vowel sound comes between the hook and stroke?
3. How can a dash vowel be written so as to be read between the stroke and hook?
4. If you wished to read the vowel "ā" between a hook and stroke, how would you represent it?
5. In writing the word *Jasper* how would you indicate the *r*?
6. How would you indicate a circle and the hook for *r* between two *k* strokes?
7. What is the name of the outline for *disgrace*?

Lesson No. 18

ENLARGED *L* AND *R* HOOKS

184. Any *r* hook may be enlarged to add the sound of *l*. The *names* of the enlarged *r* hooks are as follows:

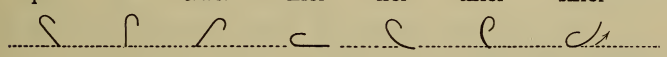
prel trel cherl krel frel threl shrel merl nerl



185. The *small l* hook may be enlarged to add the sound of *r*. *R* is not added to the *large l* hook on *m*, *n*, and *ray*.

The *names* of the enlarged *l* hooks are as follows:

pler tler chler kler fler thler shler



186. The enlarged *l* and *r* hooks are called the *rel* and *ler* hooks.

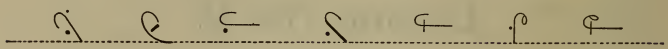
187. *S* may be prefixed to any *rel* or *ler* hook by writing the *iss* circle within the hook.

VOCALIZATION

188. The *rel* and *ler* hooks are vocalized the same as the simple *l* and *r* hooks, except that when a vowel is

placed *after* the *rel* or *ler* hook it is read *between* the *l* and *r*. See *April* and *floor* below.

April floor clear abler collar settler scholar

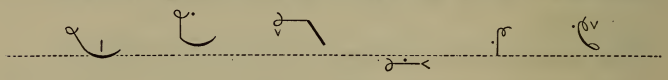


IN, UN OR *EN*

189. The initial syllable, *in*, *un* or *en*, when followed by *s*, may frequently be represented to advantage by a small initial hook, called the *In hook*, prefixed as follows:

1. To any straight line *r* hook sign, and occasionally to an *l* hook sign; thus,

unsprung unstring inscribe insecure unsettle uncivilized



2. To any other stroke in order to avoid turning a circle on the back of *n;* thus,

unsullied unseemly unsurmised

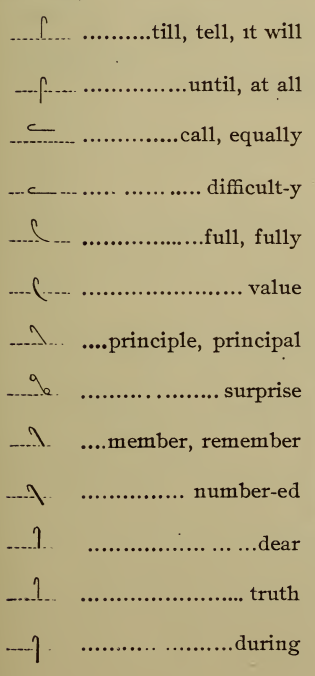
190. The names of the above outlines are; *in-slay-d*, *in-sem-lay*, *in-ser-emst*.

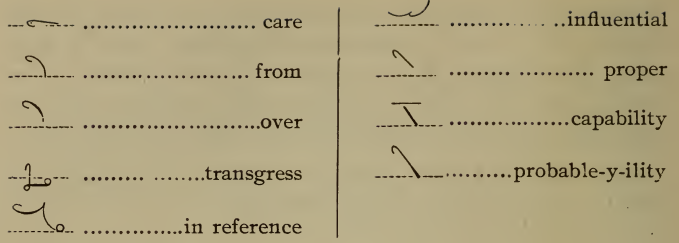
191. The *In* hook should not be used where the *n* stroke could be employed to better advantage. The hook is used on *unsettle* and *uncivilized* to avoid a change of outline.

192. It is sometimes unnecessary to insert all the vowels of a word. Certain unimportant vowels may safely be omitted, as *eh* in *abler; eh* in *babbler;* ă in *liberal*, etc. It will be noticed that the words can be read quite as readily without these vowels as with them.

NOTE. The *In hook* is sometimes employed to represent the word *in;* as, *in* securing, *in* suppressing, etc.

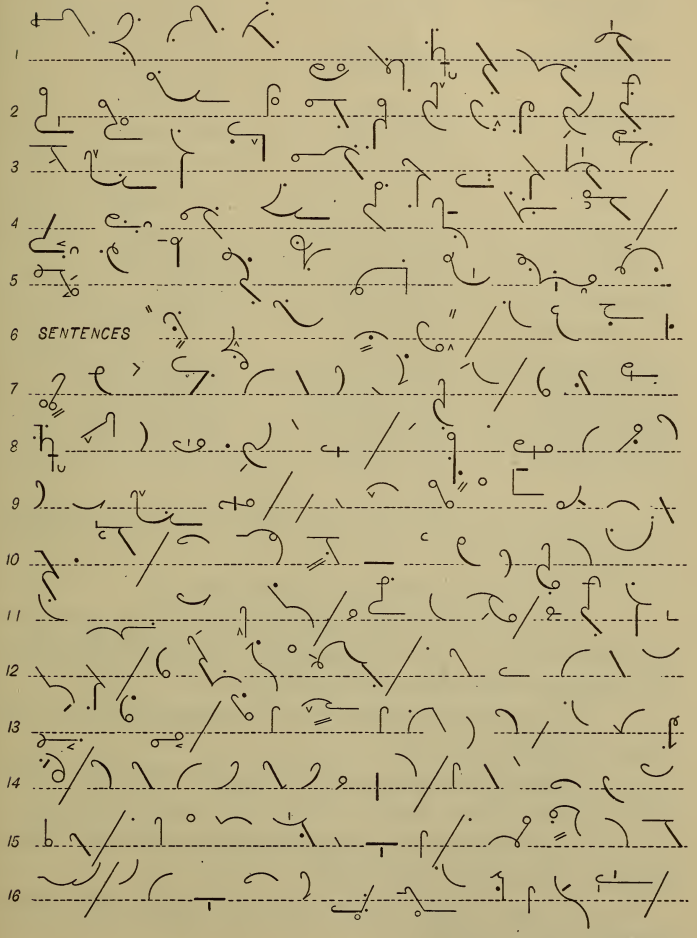
WORD SIGNS





REMARKS. Derivatives of the words in the above list may be formed by adding to the word sign, the consonant or consonants necessary to form the derivative; thus, to *difficult*, add *iss* for *difficulties;* to *remark*, add *bel*, for *remarkable-y;* to *full*, add *ens*, for *fulness;* to *mere*, add *lay*, for *merely;* etc.

READING EXERCISE—LESSON No. 18



WRITING EXERCISE—LESSON No. 18

1 humbler
2 nimbler
3 dabbler
4 droller
5 stickler
6 nibbler
7 tattler
8 jumbler
9 unstruck
10 unscrew
11 unsalable
12 clairvoyance
13 scrupler
14 quibbler
15 strangler
16 clerical
17 buckler
18 implore
19 leveler
20 enslave
21 unstrung
22 instructress
23 temporal
24 lustral
25 timbrel
26 Charles
27 saddler
28 straggler
29 flourish
30 simpler
31 insuperable
32 inseparable
33 insoluble
34 gambler
35 clearness
36 colorless
37 smuggler
38 clergy
39 cobbler
40 glare
41 scribbler
42 inscribe
43 unsling
44 insomnia

1. Have-you seen-the editorial in-the April number of McClure's?

2. He-is both liberal and-influential.

3. His manner is very charming and-many members of-the Ramblers' Club will probably be there to hear his remarks on "The Travelers of Africa."

4. The principal difficulty, as I remember it, was to secure capable trailers.

5. We-had-the pleasure of seeing Mr. and-Mrs. Saddler and-the Misses Saddler during our stay at Geneva.

6. Until they tell us more, it-will be difficult to figure-the value of-the full cargo.

7. It-was a-clear, warm day in April, and-many flowers were in-bloom.

8. The trouble seems-to-be over; some of-the members have already passed through on-their-way home; others are waiting to hear from-the officials and-will take-the last car.

9. We deplore her unseemly and unsisterly course.

10. The simpler-the nicer.

11. Charles writes-the editorials for-the Saturday Chronicle each week.

DEAR SIR:

We-have your telegram, saying you wish-the body of-your cutter black and-the gear red. It-will take fully two weeks to do a-nice job, but we-will rush it as fast as possible.

We-have a-cutter in stock just like yours in-every-way but with a-blue-black body and-red gear, which we-are-sure will suit you. If-you wish this cutter wire us and we-will ship Saturday.

Yours very truly,

QUESTIONS—LESSON No. 18

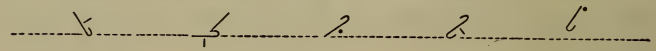
1. What is added by enlarging an *r* hook?
2. May any *r* hook be enlarged?
3. What is added to the small *l* hook sign by enlarging?
4. What *l* hooks are not enlarged to add *r*?
5. What name is given to the enlarged *l* and *r* hooks?
6. How may *s* be prefixed to these enlarged hooks?
7. If a vowel is placed before a stroke with an enlarged hook, when is it read?
8. If a vowel is placed after such a sign, where is it read?
9. How may the initial syllables *in*, *en* and *un* be represented when followed by *s*?
10. To what series of hook signs are they principally joined?

Lesson No. 19

FINAL HOOKS FOR *F*, *V*. AND *N*

193. A small hook at the *end*, and on the *circle side* of any straight line consonant, adds *f* or *v*; thus,

puff cover rave huff chief



The names of the above outlines are; *pef*², *kev*²-*ray*, *rev*², *hef*², *chef*¹.

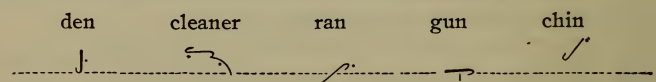
194. With the aid of the context, and a little practice, no confusion will result from employing the same hook for *f* and *v*.

NOTE. The *v* hook may be used on the perpendicular curves to denote the addition of *have*.

The *v* hook may also be used on *th* in writing the word *thief*, and its derivatives, *thievish*, *thievery*, etc.

195. A small hook at the end of any straight line consonant, and opposite the circle side, adds *n*; thus,

den cleaner ran gun chin



196. The above will bring the *n* hook on the *under* side of *k*, *gay*, *ray* and *hay*, and on the *left* side of all other straight strokes.

The names of the above outlines are: *den*², *klen*-*ar*¹, *ren*³, *gen*², *chen*¹.

197. *N* may also be added to any curve sign by a small final hook on the inner or concave side ; thus,

fine vainer minute Orrin assign

VOCALIZATION

198. A vowel placed after a stroke with an *f*, *v* or *n* hook, must be read *between* the stroke and the hook. In other words, the hook must be read after any vowel placed beside the stroke. See preceding illustration.

CIRCLES AND LOOPS ADDED TO FINAL HOOKS

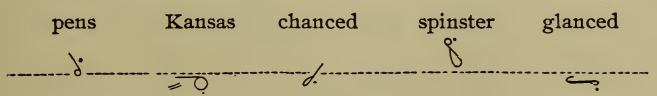
199. *S* may be added to the *f* and *v* hooks and to the *n* hook on curves, by writing the small circle distinctly *within* the hook ; thus,

raves puffs means fans thins

The names of the above outlines are; *ref-iss*[2] or *refs*[2], *pefs*[2], *mens*[1], *fens*[3], *thens*[1].

200. A circle or loop may be added to the *n* hook on any *straight* line, by writing the circle or loop in the place of the hook ; thus,

pens Kansas chanced spinster glanced

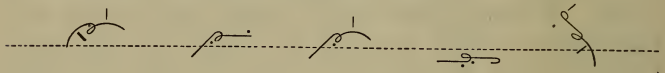


CAUTION. The loops and the large circle are never added to the *f* or *v* hooks.

201. The loops and the large circle are never added to the *n* hook *between strokes.*

202. The small circle may be added to *f*, *v* and *n* hooks between strokes, but only when it can be written distinctly *within* the hook ; thus,

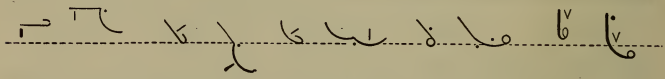
lonesome ransack ransom calfskin sponsor



WHEN TO USE THE *F*, *V* AND *N* HOOKS

203. Use the *f*, *v* or *n* hook when these letters are *final*, or when immediately followed by *s*.

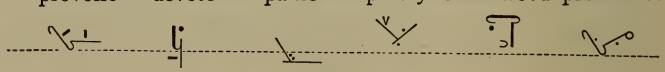
cough coffee puff puffy fun funny pens pennies dives device



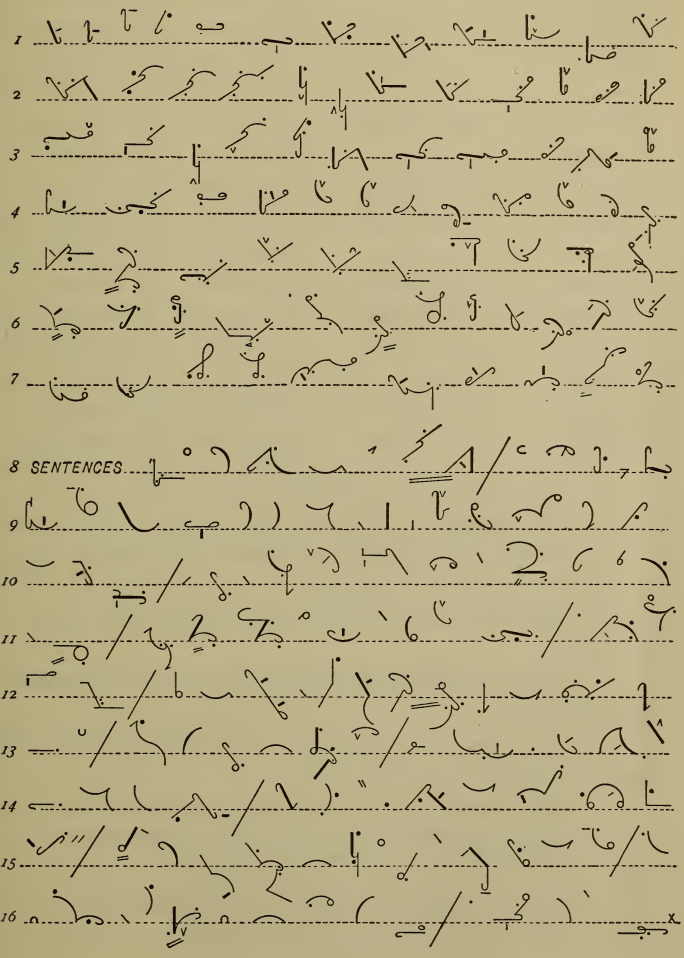
The names of the above outlines are ; *kef*[1], *k-f*[1] ; *pef*[2], *p*[2]*-f; fen*[2], *f*[2]*-n; pens*[2], *p*[2]*-ens; defs*[1], *d*[1]*-v-iss.*

204. The hook should be used between strokes whenever the junction will permit, and when it will make a better outline than the stroke would.

provoke devote panic pinery Greenwood preference



READING EXERCISE—LESSON No. 19



WRITING EXERCISE—LESSON No. 19

1 gave	16 graver	31 vainer	46 thinish
2 rave	17 engraves	32 cleaver	47 spinsters
3 roof	18 drivers	33 brownish	48 bobbins
4 staffs	19 endeavors	34 vacancy	49 frowns
5 braver	20 beverage	35 dens	50 kinsman
6 rebuffs	21 gloves	36 dances	51 cancer
7 calf	22 retrieves	37 punish	52 swollen
8 siphon	23 preferences	38 French	53 adjourn
9 heaves	24 rougher	39 quinsy	54 ferns
10 cloves	25 typhoon	40 gleans	55 France
11 roofless	26 doorman	41 Spencer	56 stanza
12 divers	27 wooden	42 ozone	57 oceans
13 cleaner	28 urn	43 tenth	58 moonshine
14 devoid	29 seven	44 thrones	59 bounced
15 devote	30 economy	45 pancake	60 expanse

1. The weapon is a-very fine one.

2. The decline is very sharp and I-fear a-panic.

3. Several clergymen from Maine will remain there to study-the Spanish language.

4. Do-you think these thin iron frames will sustain-the strain?

5. Many of-the oranges were rotten and-the lemons were green.

6. The Guaranty Block is a-granite structure of Spanish design and-fine finish.

7. Several foreigners will visit-the clinic on-Monday.

8. If-you-go down town this noon, please bring me a-box of pens and-ten or a-dozen pencils.

9. Please sweeten-the lemonade to your taste.

10. The country seems-to-be volcanic.

11. There-is-no obstacle more in-the-way of success in life than trusting for something to turn up. If-you wish something to turn up, go to-work and-turn it up.

12. The gunsmith is a-kinsman of-mine, a-profane fellow but a-fine mechanic.

13. We-are enclosing with-this our check for-the balance due you to June first.

14. The policeman on-duty at-the time of-the runaway says both Mrs. Madden and-the coachman were thrown against-the stone curbing.

15. We-have this-day drawn on-you at seven days' sight, as per your telephone message of-this morning, and-thank-you very much.

QUESTIONS—LESSON No. 19

1. What three consonants are represented by small hooks at the end of straight line strokes?

2. How do you distinguish between the *f* and *n* hook on straight lines?

3. Is there any way you can distinguish between the *f* and *v* hook on straight lines?

4. Is the *f* hook added to curves?

5. A vowel placed after a stroke with an *f* or *n* hook is read when?

6. How is a small circle added to the *f* hook?

7. Is the circle added to the *n* hook on curves the same as to the *n* hook on straight lines?

8. Why is it necessary to write the circle distinctly within the *n* hook on curves?

9. How are *st* and *str* added to the *n* hook on straight lines?

10. May the large circle be added to the *n* on straight lines?

11. What is said about the addition of the small circle to the *n* hook between strokes?

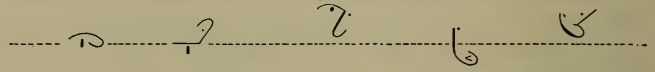
12. What is the order of reading a straight stroke with a small loop written in place of the *n* hook?

Lesson No. 20

SYLLABLES, *SHON* AND *TIV*

205. The syllable *Shon* (spelled *tion, cion, cian, sion*, etc. in different words) may be added to any consonant by a *large*, final hook, written on the circle side of straight strokes, and the inner or concave side of curved strokes; thus,

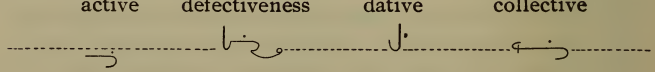
motion coercion magician diffusion visionary



The names of the above outlines are; *m-shon*^{2}, *k-ray-shon*^{2}, *m-j-shon*^{1}, *d*^{3}*-f-shon*, *v-shon*^{1}*-ray*.

206. The syllable *tiv*, which is *added to straight lines only*, is indicated by a large hook written opposite the circle side; thus,

active defectiveness dative collective

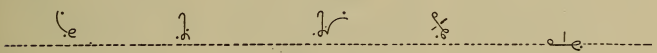


207. The small circle may be written within the *shon* and *tiv* hooks to add *s*.

SMALL HOOK FOR *SHON*—CALLED *ESHON*

208. When the syllable *shon* is preceded by a sounded vowel and *s*, it is usually best represented by a small hook added to the *iss* circle ; thus,

physician transition transitional suppositions succession



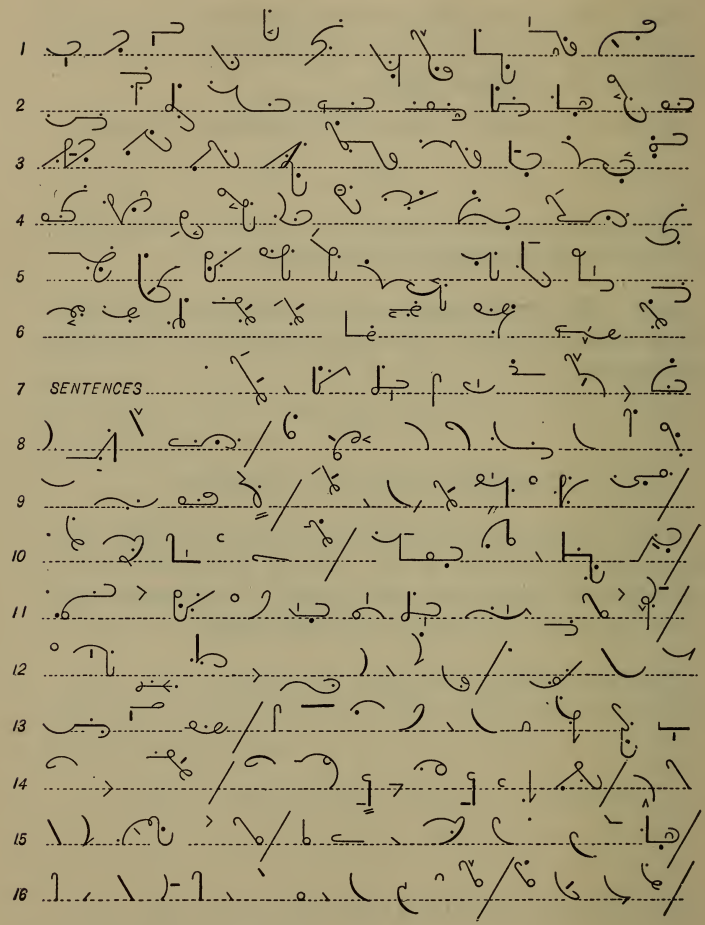
The names of the above outlines are ; *f-iss-eshon*[1], *trens-eshon*[1], *trens-eshon*[1]*-lay*, *spes-eshons*[1], *skays-eshon*[2].

209. The small circle may be written inside the *eshon* hook to add a final *s*. See *suppositions* in preceding illustration.

VOCALIZATION OF *ESHON*

210. Vowels, occurring between the *s* and *shon*, may be written at the left of the hook if first place, and at the right if second or third place. In practice it is rarely necessary to vocalize the *eshon* hook.

READING EXERCISE—LESSON No. 20



WRITING EXERCISE—LESSON No. 20

1 remission
2 rotation
3 delusion
4 logician
5 ineffective
6 Russian
7 ruination
8 submission
9 inattention
10 auction
11 attraction
12 negative
13 division
14 perfective
15 radiation
16 deception
17 regulation
18 palliation
19 assertion
20 irrigation
21 inspiration
22 illustration
23 activeness
24 professional
25 receptive
26 suppression
27 instruction
28 duration
29 mansions
30 extermination
31 prosecution
32 deprivation
33 fermentation
34 desolation
35 desecration
36 electioneer
37 subsection
38 seclusion
39 friction
40 veneration
41 captivity
42 restorative
43 distillation
44 execution
45 defective
46 opposition
47 persuasion
48 procession
49 acquisition
50 indecision
51 precision
52 authorization
53 relaxation
54 disposition
55 deposition
56 dispensation
57 depreciation
58 crystallization
59 pulsation
60 preposition

1. All say-the reception was a-most enjoyable occasion.

2. His assertions are positive and-his remarks pleasing and-full of persuasion.

3. He-will give large remuneration for instruction.

4. There-seems-to-be friction among-the members.

5. Dissipation and-speculation are-the ruination of many.

6. In-his deposition he states-the depreciation was simply normal.

7. The cessation of active operations is sure to-occasion deprivation and-suffering at this season.

8. I-fear-the musician in-his devotion to duty was-the cause of-the sensation.

9. The proposition which-you make for supplying us with-coal for-the coming three years is receiving our attention.

10. We-will, however, be unable to-give-you a-decision for some days.

QUESTIONS—LESSON No. 20

1. What syllable is represented by a large hook at the end, and on the circle side, of straight strokes?

2. What syllable is represented by a large hook at the end of curved strokes?

3. When the syllable *tiv* follows a curve, how must it be represented?

4. What consonant always precedes the *eshon* hook?

5. May the *eshon* hook be added to both curved and straight strokes?

6. Is the *tiv* hook added to curves?

7. Can the *tiv* hook be confused with the *shon* hook? Why?

8. When a long vowel occurs between the *s* and *shon*, where should it be placed?

9. May the small circle be added to the *shon* and *tiv* hooks, and the *eshon* hook?

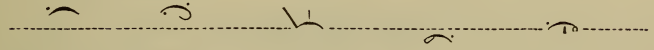
10. May these hooks be written between strokes?

Lesson No. 21

M SHADED TO ADD *P* OR *B*

211. *M* may be shaded to denote the addition of the sound of *p* or *b*; thus,

imp ambition bump stamp impose



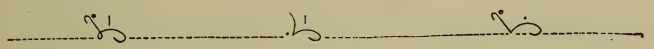
212. Shaded *m* is called *emp* when *p* is added, and *emb* when *b* is added.

213. *Emp* and *emb* never take an *initial* hook, hence, they will not conflict with *mer*.

214. Three *final* hooks, *n*, *shon* and *eshon*, may be added to *emp* and *emb*.

215. *P* may be omitted when it occurs between *m* and *shon*, in such words as

presumption assumption preemption



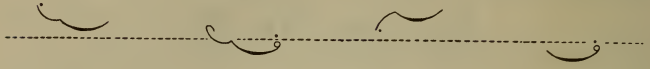
LENGTHENED STROKES

216. Doubling the length of *emp* or *emb* adds *er*; thus,

romper timber jumpers

217. Doubling the length of *ing* adds *kr* or *gr ;* thus,

finger flankers linger angers, anchors



218. Doubling the length of any other curved stroke adds *tr*, *dr* or *thr ;* thus,

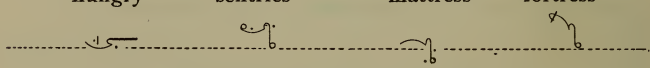
fetter older neither enters

VOCALIZATION

219. A lengthened stroke is vocalized the same as any simple consonant stroke, but the sound denoted by lengthening must be read *after* any vowel placed *beside* the stroke, and *before* a final hook, loop or circle. See preceding illustration.

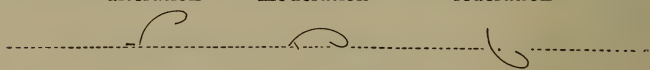
CAUTION. In those words where *gr*, *tr*, *dr*, etc., are followed by a *final* vowel, or by a vowel and *s*, the stroke and *r* hook must be used ; thus,

hungry sentries mattress fortress



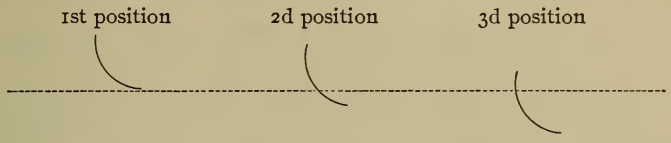
220. It is allowable, in a few words, to lengthen a stroke even when a vowel following *tr*, *dr* or *thr* cannot be expressed ; as in,

alteration moderation federation



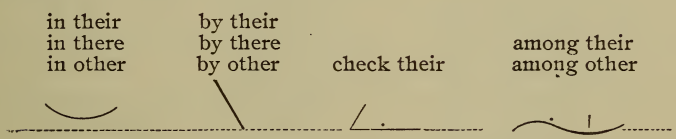
NOTE. The above principle should be confined to a few very familiar words.

221. The first position for a lengthened downward stroke is on the line, or a little above it; the second position is slightly through the line; the third position is half the stroke, or less, above the line, and the remainder below it.



THERE, THEIR, THEY ARE OR *OTHER*

222. Any *curve* or *straight* line, without a final hook, loop or circle, may be lengthened to add *thr* for *there, their, they are*, or *other;* thus,



223. The context will readily indicate the word added.

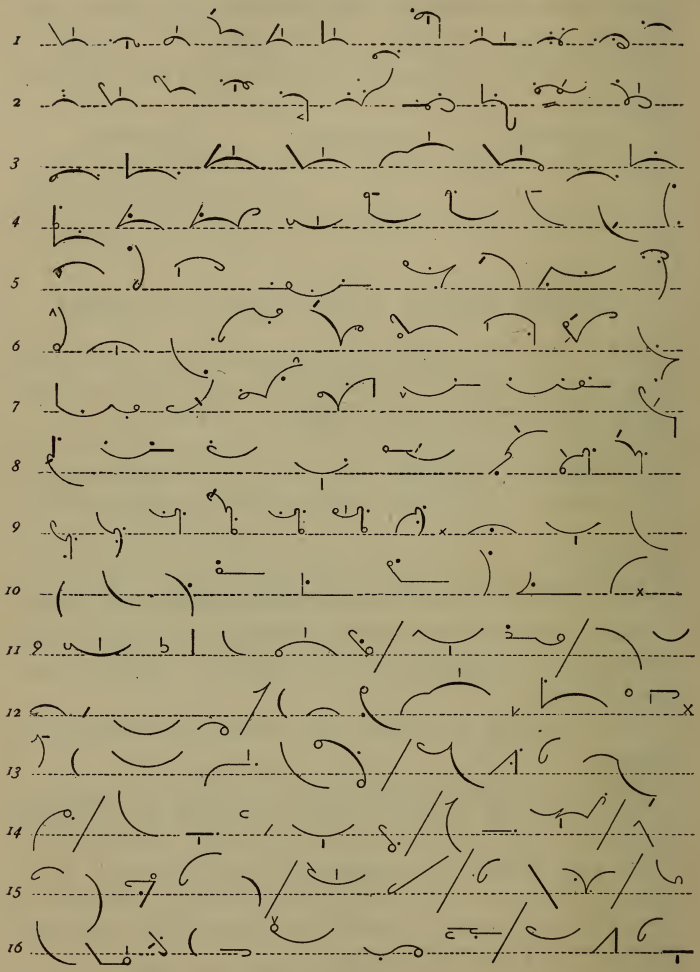
224. Straight lines may occasionally be lengthened to add *tr, dr*, or *thr*, as in *quarter, injector, rather, prospector*, etc.

This principle is rarely used when the consonant is initial.

NAMES. The name of lengthened *ing* is *ingger* or *ingker*, according as *gr* or *kr* is added. Thus the name of the outline for finger, is *f-ingger;* for drinker, *der-ingker;* etc.

The name of any other lengthened stroke is the name of the consonant prefixed to that of the added syllable. The name of the outline for mother, is *emthr*^{2}; for fetter, *eftr*^{2}; for enters, *entrs*^{2}; for modern, *emdrn*^{1}; etc.

READING EXERCISE—LESSON No. 21



WRITING EXERCISE—LESSON No 21.

1 vamp
2 impute
3 ambitious
4 impede
5 clamp
6 shampoo
7 shrimp
8 trump
9 cramp
10 imbues
11 embody
12 clump
13 pomp
14 tramp
15 mump
16 emperor
17 empty
18 redemption
19 simper
20 limber
21 hamper
22 plumper
23 cumber
24 stamper
25 clamber
26 pamper
27 sombre
28 whimper
29 tramper
30 hanker
31 fingerless
32 canker
33 sinkers
34 clinkers
35 anchorless
36 franker
37 smother
38 render
39 slender
40 disorder
41 flutter
42 literary
43 loiters
44 water
45 diameter
46 swelter
47 wandered
48 Arthur
49 smoother
50 engender
51 wilder
52 dissenter
53 defender
54 metrical
55 nitrate
56 supporter
57 woodcutter
58 spectre
59 orderly
60 promoter
61 shatter
62 shelter
63 cinder
64 stockholder
65 surrender
66 waterproof
67 wintry
68 Andrew
69 angry
70 artery
71 paltry
72 laundry
73 propagator
74 speculator
75 debater

1. The imp has broken-the pump and-also-the pitcher.

2. His presumption was very embarrassing to-the ambassador.

3. It-is an-imposition to ask them to camp in-this damp place.

4. The emperor plans to enter-the fortress on-Monday.

5. Mr. Alexander, whom we just passed, is a-large dealer in-timber and-lumber.

6. The new company has already proposed several alterations in-the original plans.

7. The steamboat is now at anchor in-the harbor.

8. She is more slender than her younger sister whom we saw at-the theatre.

9. Andrew will order a-new and-modern stamp in place of-this cumbersome and worn out one.

10. As-the water is rising fast, their position is insecure and-they must flee while-there-is yet time.

11. The poor girls are both fatherless and-motherless.

12. He-is a-molder and-is always engendering strife by his eccentric ways.

13. A-decision in-their suit for damages will likely be rendered Wednesday.

14. Walter had a-bottle of nitric acid and a-phial of ether which he-gave to-the leader.

15. If-the weather is moderate I-think both father-and-mother will go.

16. I-hope we-may linger and-look for-their handkerchiefs.

17. If-they go in-there they-are likely to suffer for-their folly.

18. This is smoother than-the one Arthur had.

19. He-was hungry and I-think rather angry, too.

20. Luther said he-would-be at-the eastern entrance at four with several maps and-illustrations.

QUESTIONS—LESSON No. 21

1. What two sounds may be added to *m* by shading?
2. What name is given to *m* when shaded?
3. What letters may be added to *emp* and *emb* by lengthening?
4. Do *emp* and *emb* ever take an initial hook?
5. May they take an initial circle, or the small loop?
6. What final hooks do they take?
7. What is added to *ing* by doubling its length?
8. If a vowel is placed beside a lengthened stroke, when is it read?
9. When is it not allowable to lengthen a curve to add *tr*, *dr*, etc.?
10. What is the name of lengthened *f*? Of *w*?
11. Are straight lines ever lengthened to add *tr*, *dr* or *thr*?
12. Is it customary to lengthen a straight line when it is initial, or the only stroke in the word?
13. What is a lengthened *ing* called?
14. Where should a lengthened perpendicular or inclined curve in the first position rest?
15. Where should the first half of a perpendicular curve in the third position rest?

Lesson No. 22

WORD SIGNS—CONTRACTIONS

above

again

another

before

been

question-ed, can

careful-ly

differ-ent-ly-ence

entire

farther, further

general-ly

important-ce

opinion

objection

objective

often, phonograph-y

phonographer

phonographic

remembrance

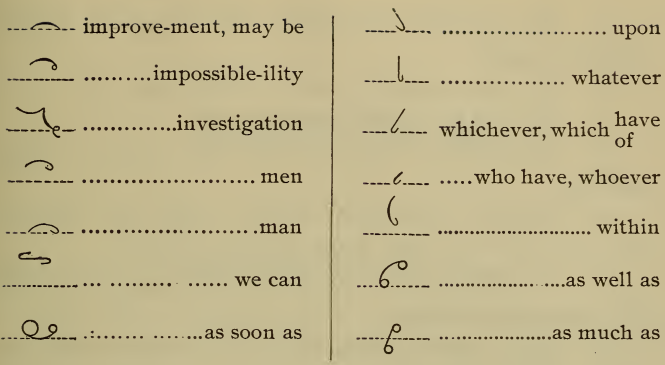
representation

representative

subjection

subjective

truthful-ly



225. Too much importance cannot be given to the word signs. They must be studied and practiced until they can be written instantly. A good plan is to review each day all the word signs you have been over. Do this and they will soon be at your ready command. If you do not learn the word signs you will have to write the words out in full, which would frequently mean a long or cumbersome outline, and sometimes a confliction with some other word.

WRITING EXERCISE—LESSON No. 22

1. Above all, be truthful, and-remember-the farther you wander from-the objective in phonography, the more difficult it-will-be to become a-phonogragher.

2. This question has-been before us again and-again.

3. Study-the question carefully before you decide upon what to do.

4. The improvement makes it impossible.

5. The principal objection came from-the phonographic member.

6. The men should-be more careful generally.

7. We-can see as-well-as they can.

8. Whatever is done by-the man must be done quickly.

9. Another important opinion upon-the question may-be looked for from Representative Evans.

10. Whichever way they go they-are sure to see some who-have gone before.

11. In my opinion they will ask for-another investigation within a-year.

12. By adding-the *shon* hook to "subject" we have "subjection."

13. Again-the question arises: "Can we further improve upon this plan before another winter?"

14. It-will-be to our advantage if-we-can study this question more carefully before proceeding further.

15. The importance of-the subject is often overlooked.

DEAR SIR:

Your-letter to-the Eastern Motor Company has-been referred to us as being headquarters for fine automobile leather. We-have a-new process for tanning our leather which makes it exceedingly flexible, waterproof and-stronger than any-other leather produced. Our orders are three months ahead now, and-the factory is taxed to its utmost.

We-are enclosing samples and-will-be-pleased to enter your order for July 1st.

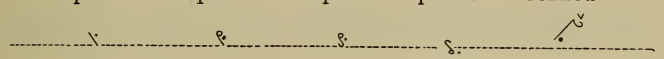
Yours truly,

Lesson No. 23

SHORTENED LETTERS

226. *T* or *d* may be added to any consonant stroke, except *w* and *y*, by making it *half* its usual length; thus,

pet spade spent plants refined



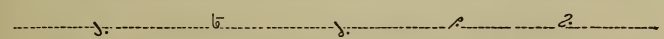
227. The context will enable one to determine readily whether *t* or *d* is added.

The names of the above outlines are, *pet*[2], *spet*[2], *spent*[2], *plents*[3], *ray*[1]*-fend.*

METHOD OF READING

228. The *t* or *d* denoted by shortening, must be read *after* a final *hook*, but before a final circle; thus,

band tufts bands rents heft

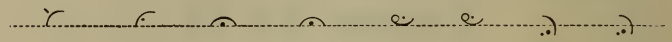


The names of the above outlines are, *bend*[3], *tefts*[2], *bends*[3], *rents*[2], *heft*[2].

229. *Emp* and *emb* are halved only when they take a *final hook.*

230. Shortened *el*, *m*, *n* and *ar* may be shaded when *d* is added, but are written light when *t* is added.

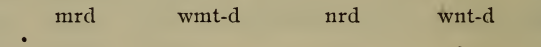
old late made mate send sent hard heart



The names of the above outlines are, *eld*², *let*², *med*², *met*², *iss-end*², *snet*² or *iss-net*, *ard*³ and *art*³.

231. *Wem* and *wen* must not be shaded when shortened, as they would conflict with shortened *mer* and *ner*.

mrd wmt-d nrd wnt-d

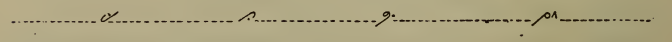


The names of the above outlines are, *merd*², *wemt*², *nerd*², *went*².

232. The *ray* stroke is not shortened when *standing alone;* hence such words as *right*, *rate*, *rod*, etc., should be written *ray-t* or *ray-d*, not *ret* or *red*.

Ray may, however, be shortened when it has an initial or final hook; thus,

word rent rafts rounds



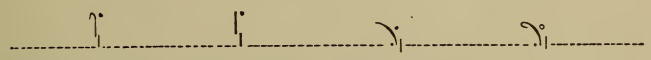
233. A shortened *s* may sometimes be written upward to advantage when joined to an *n* or *shon* hook; as in,

fashionist factionist canonist

The names of the above outlines are, *f-shon*³*-est*, *f*³*-kshon-est*, and *k*³*-nen-est*.

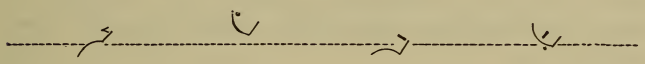
234. Final *ted* or *ded* may be disjoined when preceded by a *downward* stroke to which it cannot be joined at *an angle ;* thus,

treated deeded awaited averted



235. For final *rd* after *k*, *gay*, *f*, *v*, *m* or *lay*, use shortened *ray* (ret), not shortened *ar* (ard) ; thus,

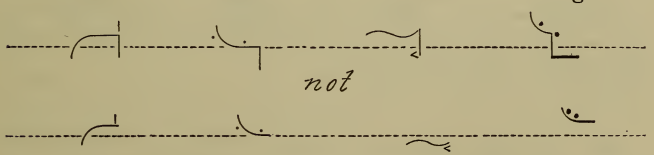
lured veered moored afford



WHEN NOT TO SHORTEN

236. Do not shorten when the junction would not show the addition of the shortened letter, as in

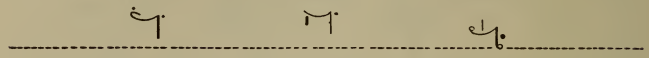
looked effect minute' fatigue



NOTE. From the above outlines it will be seen that, even with the greatest care in writing, the halving principle could not be employed in words of this class, as one could not tell where the full stroke ended and the shortened one began.

237. Do not shorten when the *t* or *d* is followed by a *final vowel*, or by a vowel and *final s;* as in,

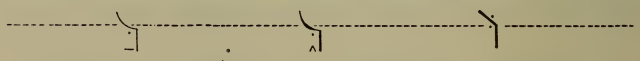
windy naughty Sundays



NOTE. By observing "Method of Reading," it will be noticed that the above words could *not* be written with the shortened principle, even if desired, as the *t* or *d* denoted by shortening must be read *after* any vowels placed beside the stroke, and in these words the *t* or *d* would come *before* the vowel. It would be well, however, to notice the distinction in outline which this gives in a certain class of words, as *wind, windy; naught, naughty; sends, Sundays;* etc.

238. Do not shorten a stroke that follows an initial vowel, and is in turn followed by a vowel and *final t* or *d;* in other words, do not shorten a simple consonant that is preceded and followed by a vowel; as in,

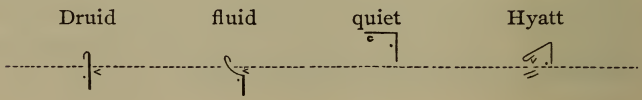
afoot avowed abed



NOTE. The above rule not only makes the reading easier but gives a distinction between such words as *foot* and *afoot; vowed* and *avowed; bed* and *abed;* etc.

239. Do not shorten a stroke which is immediately followed by *two* sounded vowels and final *t* or *d;* as in,

Druid fluid quiet Hyatt



240. Do not shorten *l*, *r* or *n* when preceded by a vowel and a consonant, and followed by a vowel and final *d*, (not *t*); as in,

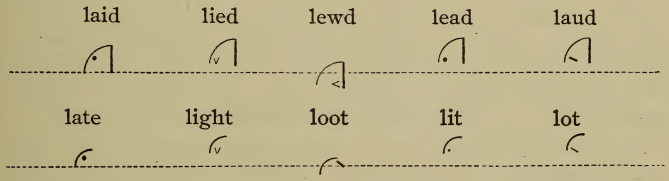
mellowed married renewed flurried

NOTE. The above rule makes a distinction between such words as *marred* and *married*; *ruined* and *renewed*; etc. If the vowels were always inserted, there would be no need of the foregoing rules, but as the advanced phonographer writes only an occasional vowel, such distinction in outline adds materially to the easy and accurate reading of shorthand notes.

241. Do not shorten *lay* when followed by a vowel and *d*, (not *t*); thus,

laid lied lewd lead laud

late light loot lit lot



242. In words of *one syllable*, ending in the *sound* of *ld*, use the downward *l*, shaded; thus,

old ailed hold sailed

NOTE. Observance of the above rules will give a distinction between three classes of words, and will be found very helpful in reading when the vowels are omitted.

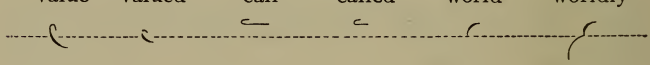
243. The shortened letters are called *bet*, *ret*, *chet*, *met*, *let*, *art*, etc., or if *d* is added, *bed*, *red*, *ched*, *med*, *eld*, *ard*, etc. Shortened *ish* is called *isht*, and shortened *shay*, *shet*.

244. For the sake of greater speed or legibility, the rules governing the use of *r* and *l* are sometimes disregarded when these letters are shortened; thus,

peeled retard redeem boiled

245. Derivatives of words represented by word signs, may be formed by adding to the sign of the primitive the consonant necessary to form the derivative; thus,

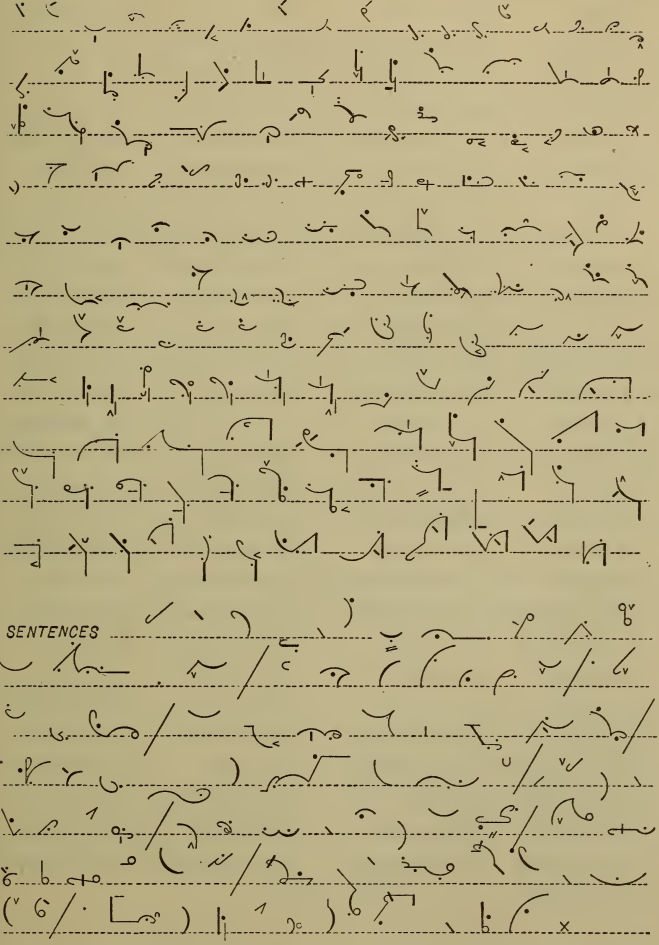
value valued call called world worldly



NOTE. When a word sign does not contain the last consonant of the primitive word, the derivative is rarely formed by shortening; hence, the signs for *object*, *remark*, etc., should not be shortened for *objected*, *remarked*, etc. In these cases use the primitive sign for the derivative word, or add the *t* or *d* stroke.

Great care should be taken to make the shortened letters only *half* the length of the full strokes. If you train yourself to do this from the beginning it will soon become a habit and it will be easy to make the distinction, even in the most rapid writing, but if you allow yourself to be careless, confusion is sure to result and you will experience difficulty in reading your notes.

READING EXERCISE—LESSON No. 23



WRITING EXERCISE—LESSON No. 23

1 pad
2 boot
3 taught
4 dude
5 chide
6 dot
7 jot
8 caught
9 cute
10 foot
11 void
12 thought
13 eased
14 shod
15 light
16 hired
17 hunt
18 bound
19 spent
20 saddened
21 stunned
22 fanned
23 funds
24 paved
25 breathed
26 defeated
27 islands
28 bumped
29 studied
30 rounds
31 fashioned
32 stride
33 stained
34 moment
35 potato
36 secrete
37 staggered
38 fitly
39 lived
40 skilled
41 roiled
42 lightness
43 coiled
44 glands
45 protection
46 dedicate
47 bottom
48 illegitimate
49 legitimate
50 modify
51 agitated
52 metal
53 indicated
54 ultimate
55 sold
56 bored
57 reasoned
58 barred
59 defined
60 hardened
61 peeled
62 loomed
63 resigned
64 descend
65 elocutionist
66 windward
67 twined
68 wand
69 vainest
70 ward
71 wired
72 round
73 around
74 rents
75 strutted
76 retreated
77 defrauded
78 inverted
79 undated
80 treated
81 mired
82 mart
83 suffered
84 leered
85 fortified
86 forgot
87 rowed
88 reed
89 route
90 slacked
91 liked
92 evict
93 collect
94 clicked
95 cracked
96 gagged
97 bobbed
98 roared
99 lattice
100 meadows
101 veto
102 allude
103 assayed
104 aside
105 allied
106 elate
107 omit
108 buried
109 denied
110 dallied
111 ferried
112 carried
113 hurried

1. Every thought, word and-action will-be brought into judgment.

2. Two points remained to-be settled.

3. I-am much gratified at-the result.

4. It-is hard to estimate what more will-be needed, until we receive a-copy of-the-orders.

5. He-does-not need a-guide, as he-can easily find his way to-the detective's office.

6. Peace of mind is easier lost than gained.

7. Very fruitful trees often need to-be propped.

8. Indolence and-pride never lead to honored age.

9. He recently moved here from-the East.

10. I-find they suffered him to-be treated shamefully.

11. His statement shows, and-he admits, he-has-not kept-the agreement.

12. The debt to which you-refer was settled on-the second, and-we hold a-receipt.

13. Mr. Ward was with-me in Scotland on-the day-the instrument was executed.

14. The large plant of-the Bertrand Light Company was-destroyed by-fire shortly before midnight last night.

DEAR SIR:

This is to remind you that your note becomes due on-the third, and-as we-are depending on-this money to use in-the settlement of an-estate which-is to-be-made on-the ninth, we ask you to remit promptly on-the date of payment as agreed upon.

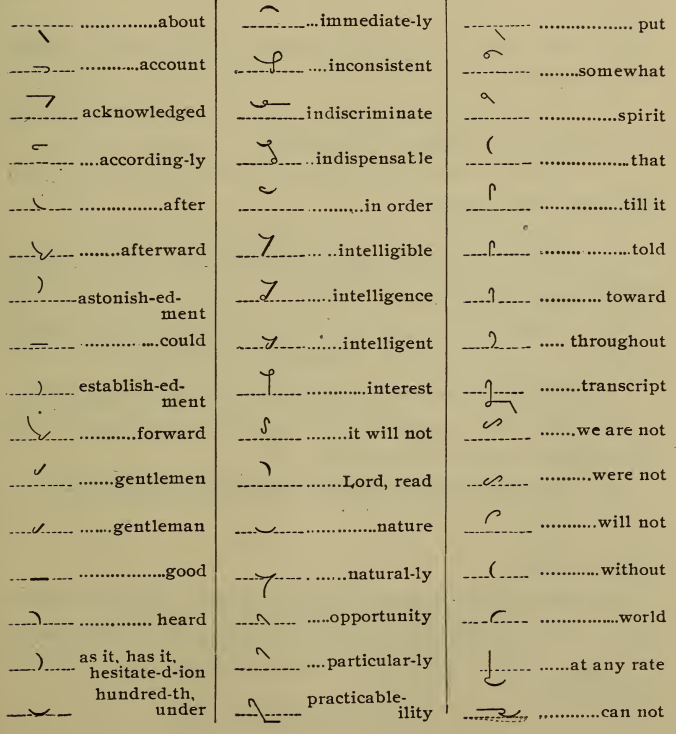
Yours truly,

QUESTIONS—LESSON No. 23

1. Name the letters that are not shortened.
2. When is the *t* or *d* in a shortened stroke read?
3. When may *emp* and *emb* be halved?
4. What letters may be shaded when halved?
5. What outlines would you write for *ailed*, *late* and *laid?*
6. May shortened *wem* and *wen* be shaded?
7. When may shortened *s* be written upward?
8. Is the simple *ray* stroke ever halved?
9. When may final *ted* and *ded* be disjoined?
10. What is the outline for *lard?*
11. How should *slacked* be written?
12. When a straight line follows a curve, without an angle between them, why cannot the straight line be shortened?
13. How should you write the word *putty?*
14. Why could not *putty* be written with a shortened *p?*
15. Is a final hook on a shortened letter read before or after the the added *t* or *d?*

Lesson No. 24

WORD SIGNS AND CONTRACTIONS



WRITING EXERCISE—LESSON No. 24

1. The gentlemen were-not inconsistent and-acknowledged their astonishment at-his knowledge of-the particulars.

2. Bid-the gentleman come forward immediately.

3. His transcript shows he-is intelligent and-that-his opportunities were-not wasted.

4. Scientists astonish-the world by-their knowledge of nature.

5. She told us afterward that he-demanded interest on-the account.

6. The good spirit shown by-those interested was astonishing throughout-the trial.

7. For-the hundredth time he-hesitated as-he heard-the good man speak.

8. Naturally we-think it-will-not be necessary.

9. After such indiscriminate remarks we-are somewhat disinclined to read farther.

10. I-wish you-could put this thing in-order before he-has an-opportunity to-write about it again.

11. They will-not do without it for it-is indispensable.

12. We have, accordingly, decided to wait till-it has-been shown to-be practicable.

13. At-any-rate we-are-not inclined to-question it.

DEAR JOHN:

In-order to-be a-good phonographer you should-improve every opportunity and study-the word-signs until you-can write and-read every particular one without hesitation.

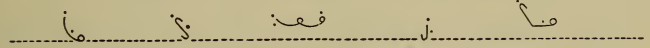
Your insistent friend,

Lesson No. 25.

BRIEF PREFIX SIGNS

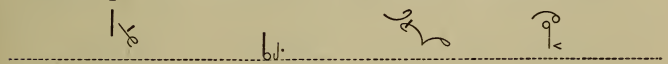
246. **Con, com** or **cog,** beginning a word, may be represented by a light dot written before the remainder of the word; thus,

confess complain cognizance content complex



(*a*) *Con, com* or *cog*, when occurring in the middle of a word, may be omitted and implied by writing the part following the *con, com* or *cog* under or near the preceding part of the word; thus,

decomposition discontent nonconformist misconstrue



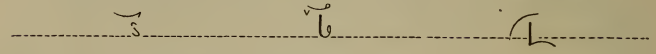
uncompressed recognized irreconciliation inconceivable

247. **Accom** may be represented by a *heavy dot* written before the remainder of the word; thus,

accomplish accommodation accompany accompanist

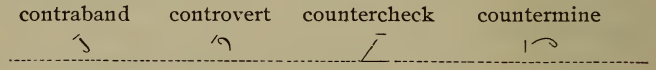
(*a*) *Con, com, cog* or *accom* may also be implied by writing the remainder of the word under a preceding word or stroke; thus,

in the complaint nice accommodations will condemn



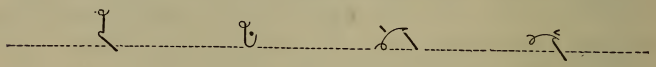
248. **Contra, contro** or **counter** may be represented by a tick written at the beginning of the remainder of the word; thus,

contraband controvert countercheck countermine



249. **Incon** and **uncom,** when followed by *s*, may sometimes be represented by the *in* hook; thus,

inconsiderable inconsideration inconsolable inconsumable

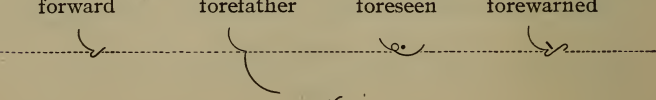


250. **Inter** and **intro** may be represented by *net*, written before, or joined to the remainder of the word; thus,

intercept introduction introduce interrupt

251. **For** and **fore** are usually expressed by *f* on the line, joined to, or written before the remainder of the word; thus,

forward forefather foreseen forewarned

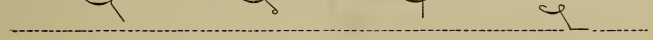


It is occasionally better to represent the prefixes *for* and *fore*, in such words as *forget*, *forgive*, *foremost*, etc., by *fer* or *f-ar*.

NOTE. On account of the liability of confliction, it is advisable to write *f-ray-nen* for *forenoon* and *fet-nen* for *afternoon*.

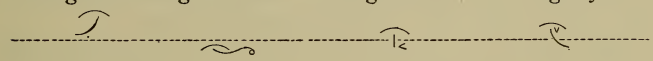
252. **In-re.** The word *in*, with the following initial syllable *re*, may often be advantageously represented by *ner* joined to the remainder of the word; thus,

in reply in response in receipt in respect



253. **Magne, magna** or **magni** may be expressed by *m* written over the remainder of the word; thus,

magnesia magnanimous magnitude magnify



254. **Self** is expressed by a *small circle* joined to, or written before the first stroke of the remainder of the word.

(*a*) *Self* may also be joined to a following *iss* by enlarging the circle.

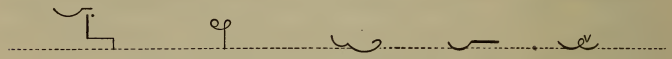
selfish self-devoted self-same self-sacrifice

(*b*) *Self-con*, *com* or *cog* may be expressed by writing the small circle in place of the *con* dot.

(*c*) *Self-contra* may be expressed by joining *self* to the tick for *contra*.

255. **Prefixes Joined.** Prefix signs may be joined to initial syllables, and to each other, as in *uncontradicted, self-interest*, etc. Word signs may also be used as prefix signs, as *fet-nen* for *afternoon*, *end-gay* for *undergo*, etc.

uncontradicted self-interest afternoon undergo undersigned



256. When double letters occur, it is customary to omit one of them; thus, *com it, com end, com unication, com emorate*, etc.

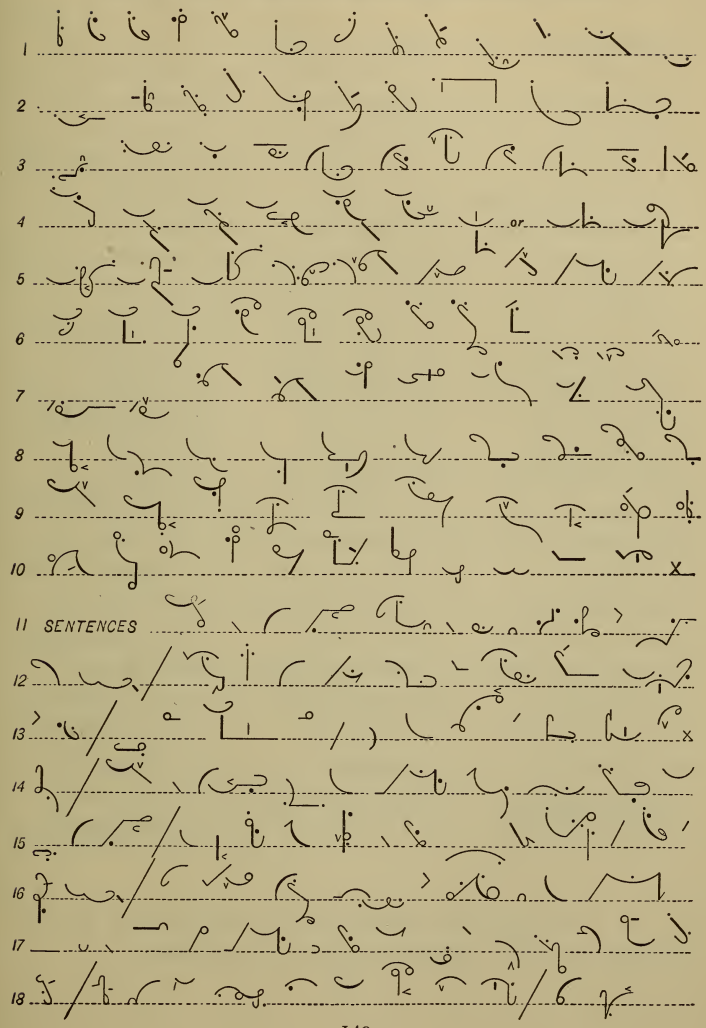
NOTE. The experienced stenographer requires and uses only an occasional vowel. The pupil will now perceive why he has been taught to write words in position, for, when he omits the vowels, he knows from the position of the outline whether the accented vowel is first, second or third place. This, together with the context, will, in most cases, clearly indicate the word.

The insertion of an occasional vowel will add materially, however, to the rapid and accurate reading of shorthand notes. In some cases it is absolutely necessary to vocalize an outline. As a general rule it is the short words, rather than the long ones, that need vocalizing.

After a little practice the pupil will be surprised to find how easily he can read unvocalized shorthand.

In this and subsequent lessons, the less important vowels will be gradually omitted. The pupil may also omit such vowels in his writing as he finds not necessary to the reading of his notes.

READING EXERCISE—LESSON No. 25



WRITING EXERCISE—LESSON No. 25

1 confuse
2 conceit
3 commend
4 commit
5 cognomen
6 communication
7 competition
8 complainer
9 comrade
10 conceivable
11 concoction
12 concurrent
13 condescend
14 confederate
15 confinement
16 congratulation
17 accomplishment
18 condone
19 complaint
20 will commence
21 will accompany
22 discomfort
23 disconnection
24 discontent
25 disconsolate
26 decomposed
27 inconsiderately
28 inconsumable
29 inconsolable
30 inconvenience
31 incomplete
32 incognito
33 unconcern
34 uncomfortably
35 unconcealable
36 in reducing
37 irreconcilable
38 recommend
39 recompile
40 recommit
41 reconstruct
42 recumbent
43 noncommittal
44 nonconductor
45 nonconformity
46 misconduct
47 misconstrued
48 miscompute
49 magnetize
50 magnify
51 controvertible
52 counterpart
53 counterbrace
54 counterfeit
55 counterpane
56 intercept
57 interjection
58 interval
59 intervene
60 foretaste
61 foreseen
62 foreclose
63 forerunner
64 foresight
65 foreshorten
66 foretop
67 forelock
68 foreshadow
69 forgiven
70 forgave
71 self-reproach
72 self-possession
73 self-denial
74 self-conscious
75 self-confident
76 uninterested
77 understood
78 undersigned

1. We-think-you misconstrued our meaning as we-are-not cognizant of having made any complaint.

2. They would better discontinue-the quarrel and-cease further intercourse.

3. Such a-thing as-a reconciliation between them seems incomprehensible to me.

4. In-consideration of a-small compensation he-said he-would accompany-the conductor to-the theatre and-to other convenient places.

5. He complains continually of-his accommodations.

6. In conclusion, I-would recommend that-he re-commence at-the first and-reconsider each statement.

7. I-would-not intercede for-him, neither would I introduce him to my companions.

8. It-is-now conceded that-the counterfeiters had been forewarned and-were cognizant of-the whole plan of-the detectives.

9. Take time by-the forelock and-concentrate your thoughts upon self-improvement.

10. His conversation was charming and-his manner convincing.

11. Did I-understand you to say "discommode" or "in-commode?"

12. Some recognition should-be-made for his magnificent efforts, and-it-is incumbent upon us to show our appreciation.

13. In-consequence we-are all accused.

14. We-are judged by our conduct, conversation and-intercourse with men.

QUESTIONS—LESSON No. 25

1. What prefix is represented by a light dot written at the beginning of an outline?
2. What prefix is represented by a heavy dot?
3. What is used to represent the prefix *contra?*
4. Where is it written?
5. When *incon* and *uncom* are followed by *s*, how may they be expressed?
6. What distinction is made in writing *recom* and *irrecom?*
7. How would you write *in receipt?*
8. What is used to represent the prefix *mis-con?*
9. What sign is used to represent *contro?*
10. By what sign are *inter* and *intro* represented?
11. How are the prefixes *magne, magna*, etc., represented?
12. How would you write *unforeseen?*
13. May prefixes be sometimes joined to the remainder of the word?
14. Give an illustration of a prefix join

Lesson No. 26.

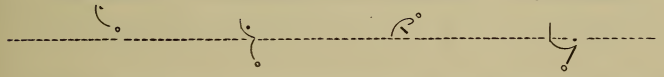
AFFIXES

257. As has been previously explained, *ing* may be expressed by a light dot; *ings* by a heavy dot, or the stroke *ings*; *ingly* by a heavy dash, and *ing the* or *ing-a* by a light dash in the place of the *ing* dot.

258. **Ble** and **bly,** when **bel** can not be conveniently used, may be expressed by *b* joined.

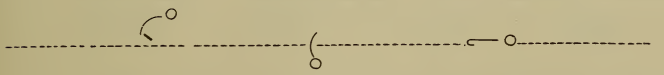
259. **Bleness, fulness** and **someness** may be represented by a small circle at the end of the consonant outline; thus,

feebleness faithfulness lonesomeness tangibleness



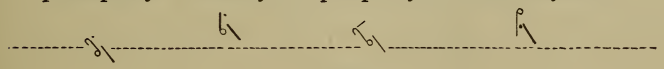
260. **Lessness** may be represented by a large circle at the end of the consonant outline; thus,

lawlessness thanklessness carelessness



261. **Ality, ility, erity,** etc. These terminations may be represented by disjoining the stroke immediately preceding them; thus,

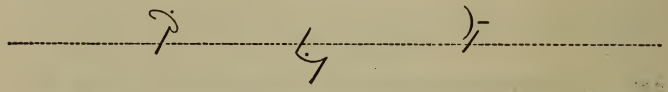
principality disability prosperity stability



262. **For** and **fore,** when terminating a word, may be represented by *f* joined; as *ther-f* for *therefore; wer-f* for *wherefore;* etc.

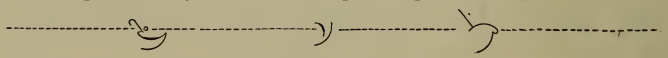
263. **Ology** and **alogy** may be represented by *j*, usually joined to the preceding part of the word; thus,

phrenology genealogy zoology



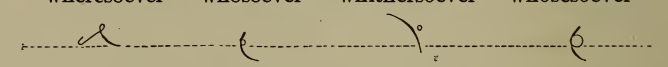
264. **Ship** may be represented by *ish* joined *to*, or written near the preceding part of the word; thus,

partnership hardship penmanship



265. **Soever** may be represented by *iss-v* joined, or *iss* disjoined; thus,

wheresoever whosoever whithersoever whosesoever

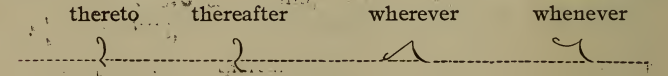


266. **Self** and **selves** may be represented, respectively, by a small and a large circle, joined if the junction is convenient; thus,

myself thyself himself ourselves

267. **Word signs** may frequently be used as *affix signs;* thus,

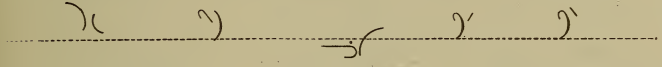
thereto thereafter wherever whenever



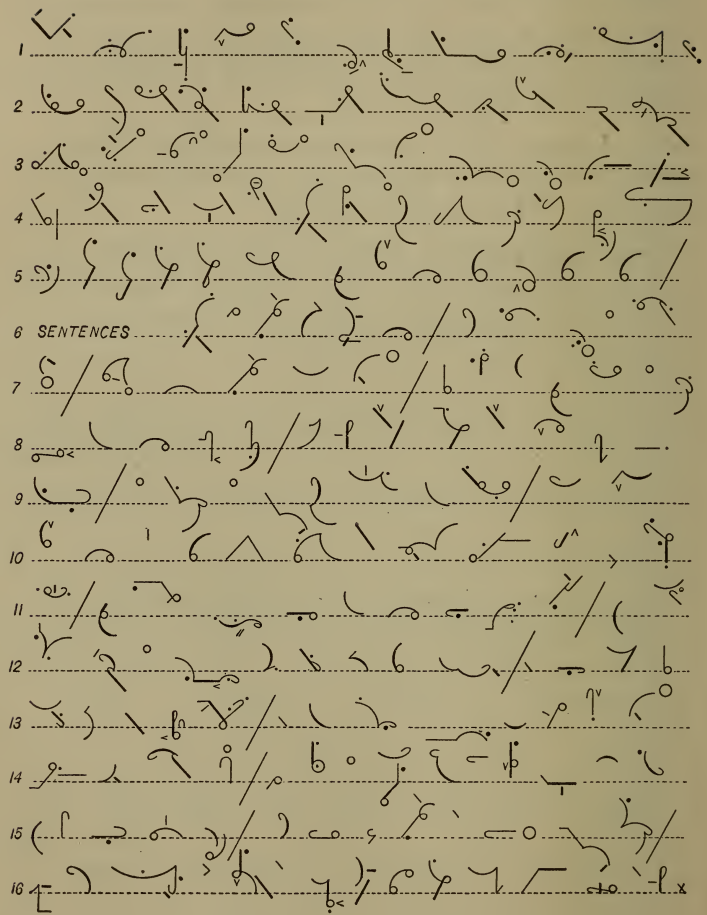
268. **In.** This affix, while generally written with the *n* stroke joined, may be very conveniently represented by an *n hook* in the following words: *arn* for *herein*; *arn-bef* for *hereinbefore*; *arn-fet* for *hereinafter*; *arns-ted* for *hereinstated*; etc.

269. **Lapping.** It is sometimes necessary, or advantageous, to disjoin the last part of a word from the preceding part. This is termed *lapping*.

hereafter particularize actively thereon thereof



READING EXERCISE—LESSON No. 26



WRITING EXERCISE—LESSON No. 26

1 boring	15 accountable	29 frugality
2 breaking	16 amendable	30 sensibility
3 delaying	17 diversible	31 disability
4 defeating	18 fashionable	32 instability
5 condensing	19 recognizable	33 rascality
6 blessings	20 lawfulness	34 genealogy
7 sufferings	21 knowableness	35 geology
8 fittings	22 watchfulness	36 theological
9 paintings	23 irksomeness	37 mineralogy
10 savings	24 groundlessness	38 courtship
11 prancingly	25 artlessness	39 steamship
12 seemingly	26 thoughtlessness	40 yourself
13 knowingly	27 senselessness	41 one's self
14 laughingly	28 boundlessness	42 themselves

1. His position is indefensible.

2. His sensibility decreased as his rascality increased.

3. Her thoughtfulness prevented much suffering.

4. Owing to-his disability they-have decided to do-the work themselves.

5. He-is a-sensible fellow, but I-fear his feebleness is-an insurmountable obstacle in-the-way of-his securing this position.

6. I-have-seen these-things myself, therefore know of-his lawlessness.

7. I-think-there-is great liability of our disability through his youthfulness and-carelessness.

8. Knowing his heedlessness we-are-not amazed at-the hardship he-has brought upon himself.

9. The liabilities are much in excess of-the assets.

10. We ourselves cannot question-the validity of-the document.

11. Those who economize and-lay aside during prosperity usually save themselves hardships in old-age.

12. We-will stretch forth-the hand of fellowship and-show them-the possibilities of-this great country.

13. The plan offers many possibilities and-affords opportunities for large compensation.

DEAR JOHN:

It-will-not be necessary for-you to-make another transcript, as we-have just heard that a-good friend, a-gentleman who-has an-interest in-the establishment, has a-duplicate copy which we-know he-will-not hesitate to-loan us, and-which we-can read as opportunity offers.

We-are-not disposed to criticize, but, as we told-you before, harmony is indispensable to success, and-in-order to accomplish that for-which you are striving, and-to put-the company on-a firm basis, each member, as-well-as representative, should immediately put forth his very best efforts. The liabilities are heavy, but the resources are large and-there-is-no question about-the stability of-the concern.

Sincerely,

QUESTIONS—LESSON No. 26

1. How is the affix *ing* generally represented?
2. How many ways are there of representing the affix *ings*?

3. How may the affixes *ble* and *bly* be expressed when it is inconvenient to represent them by *bel?*

4. What is the difference between the signs for *fullness* and *lessness?*

5. How may *ality*, *erity*, etc. be expressed?

6. *For* and *fore*, at the end of a word, may be represented how?

7. How may the affixes *alogy* and *ology* be represented?

8. What is used to represent the affix *ship?*

9. State two ways of expressing *soever?*

10. How may *selves* be represented? *Self?*

11. Name the words to which *in* may be joined when it is represented by an *n* hook.

12. May word signs be used as affix signs?

13. Give two words illustrating the above.

14. What is said of lapping?

Lesson No. 27

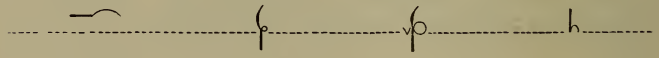
PHRASE WRITING

270. The pupil is now at a point in the study of shorthand where he can safely take up the subject of phrasing in a much more extended manner than he has previously done.

Correct phrasing not only increases the speed, but makes the notes more legible, and for this reason the pupil should pay particular attention to the subject. If he follows out the rules for phrasing, and studies the subject thoughtfully, he will soon find himself phrasing naturally and unconsciously, without apparent effort.

271. Great care must be taken to join only those words which naturally belong together and are spoken together; as,

give me this day this side do you



WHEN NOT TO PHRASE

1. Do not join words that are not united in a phrase or clause.

2. Do not join words unless the junction would be *clear*, *distinct* and *easily formed*.

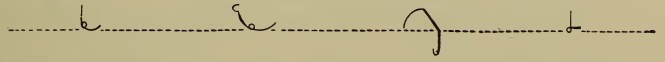
3. Do not join words where there is a pause between them.

4. Do not employ long or cumbersome phrases.

POSITION OF PHRASES

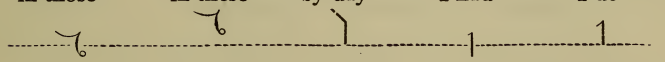
272. The first word usually determines the position of the phrase ; that is, the first word is written in its proper position, and the other words follow without regard to position ;

it is not we have seen will be done it is good



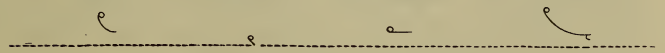
273. It is frequently advantageous to raise or lower, slightly, a first place word in order to bring the second word in its own position ; thus,

in those in these by day I had I do



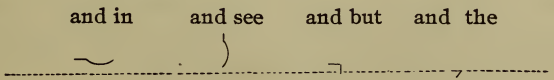
274. When *as* begins a phrase it is sometimes better to adapt it to the position of the following word ; thus,

as if as to as common as if there were



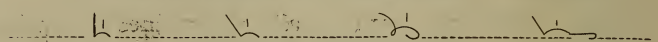
275. *A*, *an* or *and*, beginning a phrase, takes the position of the word following, unless that word is *the*, in which case the *a*, *an* or *and* is written on the line and the *the* follows.

and in and see and but and the



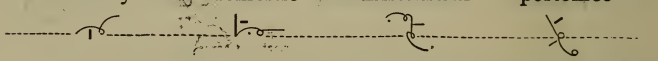
276. **P** may be omitted when it is immediately preceded by *m*, and followed by the *sound* of *t*, *k* or *shon*; thus,

dumped pumped resumption pumpkin



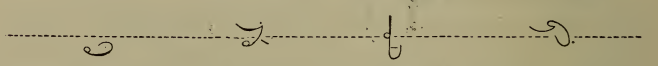
277. **T** may be omitted when it follows *s* in such words as;

mostly domestic mistrustful postoffice



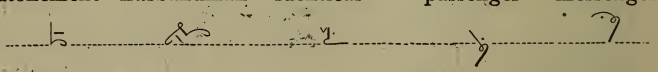
278. **K** may be omitted when its sound occurs between the sound of *ng* and *shon*, or between the sound of *ng* and *sh*; it is also frequently omitted before final *shon*.

sanction anxious destruction infraction



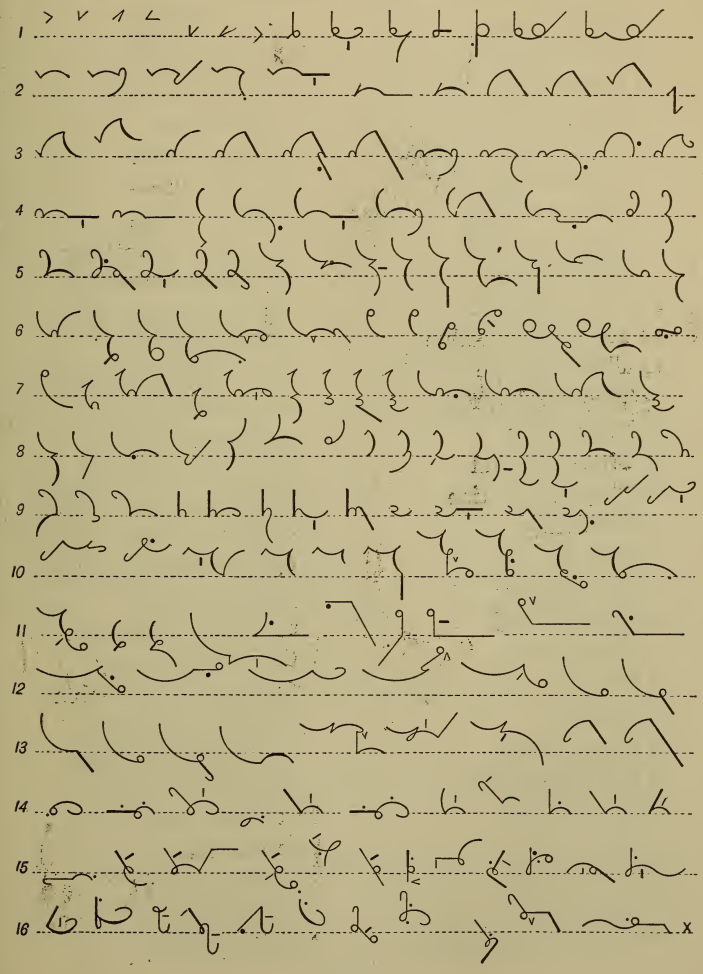
279. **N** may usually be omitted from the syllable *trans*, and from such words as *atonement*, *husbandman*, *passenger*, etc., where its representation would necessitate a difficult junction or long outline, and where its omission would not endanger legibility.

atonement husbandman identical passenger messenger



280. **R** may be omitted from the syllable *scribe* in *prescribe*, *transcribe*, etc.; also in a few other cases, as in *manuscript*, *proportional*, etc.

READING EXERCISE—LESSON No. 27



WRITING EXERCISE—LESSON No. 27

1 I-think-the
2 I-think-you-will
3 I-think-you-may
4 I-think-he-saw
5 I-think-he-would-be
6 I-think-they-may
7 They-are-able
8 They-are-to-be
9 There-is-no
10 There-is-to-be
11 They-may-be-able
12 They-saw-the
13 They-made-them
14 They-claim
15 They-will-find
16 They-will-notice
17 That-they
18 That-it
19 That-it-was
20 That-we-had
21 That-he-was
22 In-that
23 For-that
24 I-know-that
25 He-knows-that
26 He-saw-that
27 He-was-not
28 He-was-sick
29 He-was-told
30 As-soon-as-possible
46 You-will-be
47 You-will-need
48 You-will-have
49 Give-me
50 Give-them
51 Give-these
52 Give-those
53 There-is-nothing
54 There-is-another
55 There-is-no-time
56 Would-be
57 Would-be-certain
58 Would-be-glad
59 Would-be-sure
60 We-are-inclined
61 We-are-very-glad
62 We-are-sure
63 We-think-they-are
64 We-are-able
65 Where-those-who
66 Would-not-say
67 Would-not-be-able
68 If-they-are-able
69 For-their-mother
70 In-this-place
71 Touch-their
72 Make-their
73 Shame-their
74 Break-their
75 For-mother

31 As-good-as
32 As-if-there-were
33 As-for-their
34 As-large-as
35 As-though
36 Can-do
37 Can-take
38 Can-be
39 Cannot-do
40 Cannot-have
41 As-it-was
42 As-it-would-be
43 As-it-would-make
44 You-may-think
45 You-may-go

76 I-am-unable
77 One-day
78 One-hundred
79 One-has-been
80 On-our-way
81 On-the-way
82 On-my-part
83 Is-as-good
84 It-is-not-so
85 In-the-management
86 In-the-church
87 In-this-manner
88 I-thought-we-had
89 I-thought-you-might
90 I-thought-he-saw

1 romped
2 limped
3 attempt
4 Thompson
5 lastly
6 postmaster
7 justly
8 restless
9 postpone
10 conjunction
11 restriction
12 instruction
13 translate
14 transmit
15 transplant

QUESTIONS—LESSON No. 27

1. What is phrasing?
2. What word in the phrase usually determines the position?
3. What is the object of sometimes raising or lowering a first position word in phrasing?
4. When *as* begins a phrase is it always in its own position?
5. When *a* begins a phrase what position does it usually take?
6. When may *p* be omitted? When may *k* be omitted?
7. Give two words as illustrations where *t* may be omitted.
8. From what syllable may *n* usually be omitted?

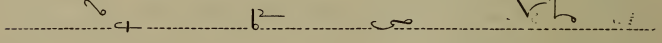
Lesson No. 28

OMISSION OF WORDS

281. The speed of writing may be considerably increased without endangering the legibility, by the omission of certain words as herein set forth. The pupil who wishes to do rapid and accurate work will practice these principles until he can apply them instantly. Do not get the idea that their use will endanger the legibility of your notes, for, if properly applied, they will not only add to the legibility of but to the easy reading of the notes.

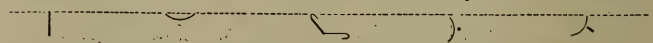
282. **Of** or **of the**, between words, may frequently be omitted and indicated by writing the word following *close* to the *preceding* word; occasionally by joining them; thus,

price of coal days of the week one of the greatest bill of items



283. **To** or **to the** may frequently be implied by writing the following word just under the line of writing; thus,

to day to know to blacken to say to the show

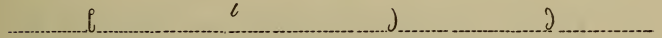


The above is called the *fourth* position.

284. **To** should not be implied before an *up* stroke, nor before simple *k* or *gay*.

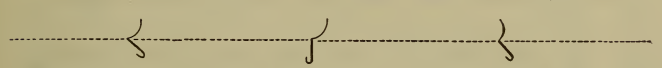
285. **To,** preceding *have*, is sometimes omitted where *have* can be expressed by a *v hook;* thus,

said to have ought to have was to have they are to have



286. **Have** may be omitted in phrase signs when it precedes *been* and *done*, provided it cannot be more conveniently represented by a *v hook*.

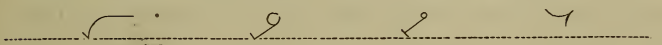
shall have been shall have done was to have been



NOTE. *Have been* and *having been* may be represented by *ven*. This sign is frequently very convenient in phrasing where *ben* cannot be easily joined, as *met-ven* for *might have been*, *ket-ven* for *could have been*, etc.

287. **The** may be omitted when preceded by *to* and followed by an *up* stroke; also in a few other cases; as,

to the lake to the races to the house in the world



288. **A** or **and** may sometimes be safely omitted from such phrases as,

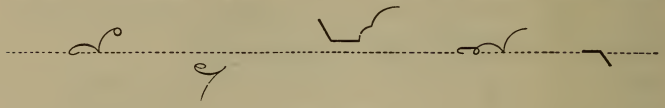
for a time over and over rich and poor ever and ever

289. **From** and **to** may be omitted in such phrases as,

from day to day from season to season from week to week

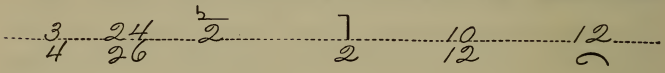
290. **Or** may be *omitted* from such phrases as,

more or less sooner or later big or little great or small good or bad



291. **Or** may be *implied* between two *numbers*, or between a *word* and a *number*, by writing one *under* the other; thus,

3 or 4 24 or 26 a week or two a day or two ten or twelve twelve or more



292. In very familiar work the experienced stenographer will omit other words, but the student should confine himself to those here given. Experience will teach him how far he can safely go.

BRIEF *W* AND *Y* ENLARGED

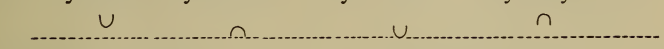
293. When a brief *w* or *y* word sign is followed by another brief *w* or *y* sign both may be represented with one stroke by enlarging the first sign according to the following table:

we were or we would	were we were what	what would what we, or what were

294. Writing an enlarged brief *w* sign in the direction of *ray* denotes an added brief *y* word sign; thus,

with you were you would you

295. Enlarging a brief *y* word sign denotes an *added* brief *w* or *y* word sign; thus,

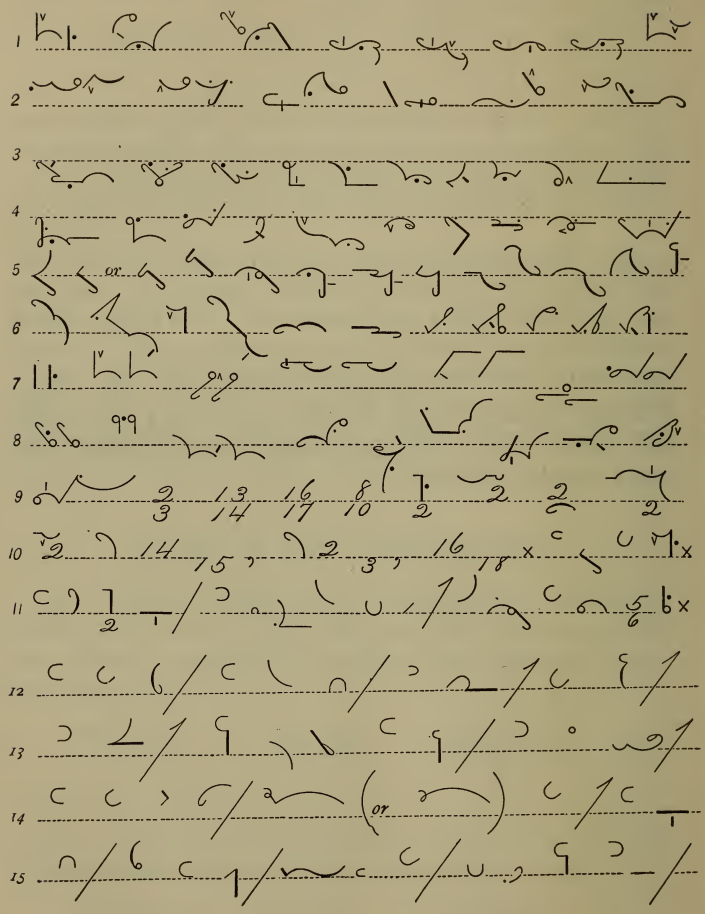


NAMES. *Weh* and *wuh* enlarged in their natural direction are called respectively, *weh-weh* and *wuh-wuh*. When written on the slant of *ray* they may be called *weh-yuh* and *wuh-yuh*.

Yeh and *yuh* enlarged may be called *yeh-yeh* and *yuh-yuh*.

296. The enlarged brief *w* and *y* signs are very important as they increase the speed materially, and are easy to handle when once mastered. The pupil should write line after line till he can make them easily, readily and well. The tendency is to make them too large. The brief *w* and *y* signs should be made very small, and the enlarged signs only just enough larger to make them easily distinguishable.

READING EXERCISE—LESSON No. 28



WRITING EXERCISE—LESSON No. 28

1 bill (of) sale
2 bill (of) notions
3 list (of) premiums
4 day (of) sale
5 price (of) coal
6 price (of the) books
7 days (of the) week
8 members (of the) company
9 many (of the) passengers
10 width (of the) passage
11 force (of the) blow
12 one (of the) members
13 sanction (of the) president
14 I-wish (to) take
15 anxious (to) make
16 (to) those-who-may
17 (to the) pressure
18 (to the) driver
19 (to the) mill
20 we ought (to) have
21 they are said (to) have
22 she sought (to) have
23 he may (have) done
24 he-ought (to) have done
25 he should-have-done
26 over (and) above
27 after (a) time
28 time (and) again
29 to (the) road
30 to (the) leader
31 to (the) river
32 to (the) shoulder
33 (from) hour (to) hour
34 (from) time (to) time
35 (from) sea (to) sea
36 (from) city (to) city
37 (from) tree (to) tree
38 more (or) less
39 great (or) small
40 big (or) little
41 ten (or) twelve
42 eight (or) nine
43 six (or) eight
44 five (to) nine
45 four (to) seven
46 three (to) five

QUESTIONS—LESSON No. 28

1. How may *of* be implied when occurring between words?
2. How may *to* be implied? When can *to* not be implied?
3. When may *have* be omitted?
4. Give an example where *a*, or *and* may be omitted.
5. When may *the* be omitted?
6. How may *or* be implied between two numbers?

Lesson No. 29

REPORTING EXPEDIENTS

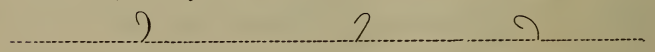
297. The speed of writing may be further increased by employing the following expedients. If thoroughly memorized and practiced they will also tend to greater legibility as well as to increased speed. The pupil should study the list till he has fully mastered it and then he should apply the principles in all of his writing.

298. **All** or **will** may be added by an *l* hook to any sign taking that hook; thus,

by all they will to all and all in all their

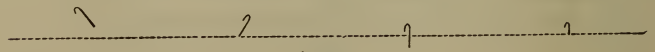
(*a*) *All* or *will* may also be added to the simple *r hook* signs by enlarging the hook; thus,

there will, or they are all which are all from all



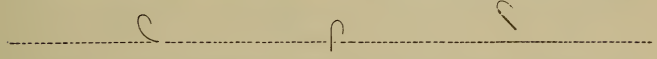
299. **Are** or **our** may be added by an *r* hook to any sign taking that hook; thus,

by our which are at our but are



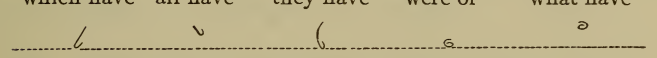
(*a*) *Are* or *our* may also be added to the simple *l hook* signs by enlarging the hook ; thus,

for all are, or our at all our by all our



300. **Have** or **of** may be added by a *v* hook to signs taking that hook ; also to the brief *w* word signs ; thus,

which have all of all have they have were to have were of what of what have



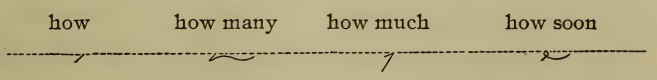
301. **Had, what** or **would** may sometimes be added to full length signs by halving them ; thus,

it had or would in what had had which would which had

Perpendicular and inclined strokes, when shortened to add *had*, *what* or *would*, are written in the *third* position.

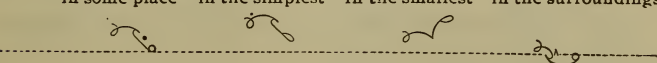
302. **How** may be represented by a light tick just below the line, written either upward or downward in the direction of *ray* or *chay*. Use whichever will give the better junction with the following word.

how how many how much how soon



303. **In** and **in the** may sometimes be represented to advantage by an *in hook ;* thus,

in some place in the simplest in the smallest in the surroundings



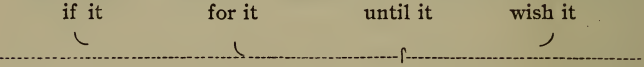
304. **Ing thr** may be expressed by a *heavy dash* at the end of the preceding part of the word ; thus,

facing their eating their raising their placing their

No confusion will result between *ing thr* and *ingly* as the context will indicate which is intended.

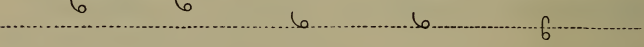
305. **It** may frequently be added to full length signs by halving them ; thus,

if it for it until it wish it



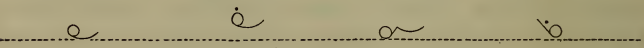
(*a*) To the signs thus formed the small circle may be added to represent *is*, *as* or *has ;* thus,

if it is if it has for it is for it has until it is



306. **Is, as, has** or **his** may be joined to a preceding or following word, beginning or ending with a circle, by enlarging the circle ; thus,

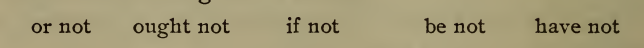
as soon has seen as certain pays his



307. **Not** may be added by an *n hook* to the dash vowel and half length signs.

Not may also be added to full length signs by *halving* them and attaching the *n hook*.

or not ought not if not be not have not



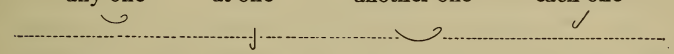
308. **Own** may be added by an *n hook* to a *full length* or *lengthened curve* stroke.

(*a*) *Own* may also be added by an *n hook* to any stroke to which *our* or *their* has been added ; thus,

our own my own in their own at our own by their own

309. **One** may often be added to advantage by an *n hook* to full length or lengthened strokes ; thus,

any one at one another one each one



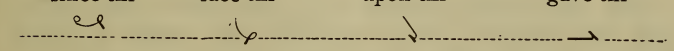
310. **Than** may be added to *comparatives* by an *n hook ;* thus,

greater than sooner than more than better than

311. In practice, no confusion will result from representing *not*, *own*, *one* and *than* by the same hook, as the context and the nature of the word will make distinction easy.

312. **Thr tick.** *There*, *their*, *they are* or *other* may often be expressed to advantage by a *heavy tick* joined to the preceding word ; thus,

since thr face thr upon thr gave thr

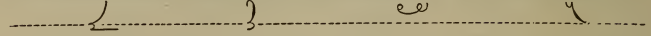


313. **Us** may sometimes be conveniently represented by a small circle joined. If the word ends in a circle, the circle may be enlarged ; thus,

give us before us gives us upon us

314. **We, you** and **were.** The signs for these words are sometimes reversed in order to secure a phrase ; thus,

shall we come there were since you you have

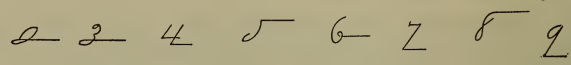


315. **Past Tense.** Many phonographers frequently write the present tense for the past, depending upon the context to denote which was intended; as, *demand* for *demanded*, *regard* for *regarded*, etc.

(*a*) The extent to which this principle may be carried with safety will depend upon the writer ; each one must be governed by his ability to translate his notes ; all can safely use it in familiar matter.

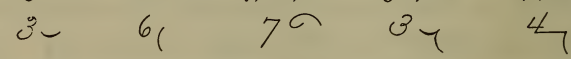
316. **Numbers.** The following method will greatly facilitate the rapid expression of figures :

20 30 40 50 60 70 80 90



(*a*) In expressing round numbers, write *ned*[2] for *hundred*, *ith*[3] for *thousand*, and *mel*[1] for *million ;* thus,

300 6000 7,000,000 300,000 40,000

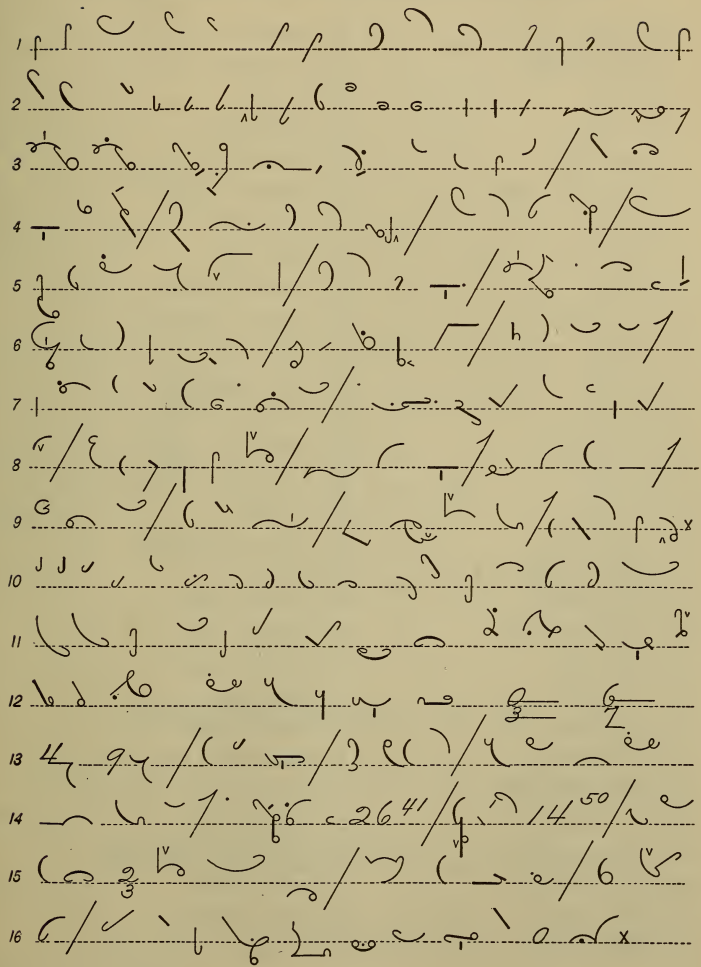


(*b*) In writing dollars and cents, omit both dollar sign and decimal point, but write the cents in small figures at the right of the dollars and above the line ; thus,

467^{29}—four hundred sixty-seven dollars, twenty-nine cents.

(*c*) Solid figures, as three thousand four hundred seventy seven, are best expressed in the ordinary way ; thus, 3477.

READING EXERCISE—LESSON No. 29



WRITING EXERCISE—LESSON No. 29

1 at all
2 which will
3 in all
4 for all
5 each will
6 and all or will
7 and of
8 each of
9 out of
10 at all of
11 all of
12 on all
13 to all
14 but all of
15 at our
16 by our
17 which are
18 they are all
19 in all their
20 which are all
21 from all
22 over all
23 at all our
24 if all are
25 at all our own
26 by all our
27 which have
28 should have
29 they have
30 each have
51 have it
52 if it has
53 in its
54 leaves his
55 knows his
56 did not know
57 have not
58 may not
59 if not received
60 was not known
61 my own
62 your own case
63 our own bills
64 saw their own
65 for their own
66 in one
67 some other one
68 any one
69 another one
70 neither one
71 smaller than
72 finer than
73 better than
74 since they are
75 down their
76 would their
77 were there or their
78 seeks their
79 before their
80 for us

31 would have
32 were to have
33 we were to have
34 it would
35 they had
36 had had
37 which would
38 it had
39 how mean
40 how nice
41 how hard
42 in some manner
43 in the same house
44 in the same vessel
45 driving their
46 choosing their
47 leasing their
48 in it
49 may it
50 for it

81 he knows us
82 they went before us
83 they were at home
84 shall we go
85 you know
86 you think
87 before you
88 you have seen
89 sixty or seventy
90 forty or fifty
91 twenty or thirty
92 eighty or ninety
93 sixty to seventy
94 thirty to forty
95 300
96 3000
97 4,000,000
98 60,000
99 200,000
100 thirty dollars, sixty cents

QUESTIONS—LESSON No. 29

1. To what may *all* and *will* be added by an *l* hook?
2. How may *all* and *will* be added to the signs for *they are, which are, from*, etc.?
3. To what may *are* and *our* be added by an *r* hook?
4. How may *are* or *our* be added to the signs for *for all, at all, by all*, etc.?
5. How may *have* or *of* be added to the brief *w* signs?
6. To what other signs (besides brief *w*) may *have* or *of* be added by a *v* hook?

7. When perpendicular or inclined strokes are shortened to add *had*, *what* or *would*, in what position are they written?

8. What is used to express *how* and where is it written?

9. How may *in* or *in the* be sometimes represented?

10. What is used to represent *ing thr?*

11. How may *it* frequently be added to full length strokes?

12. How may *not* be added to the dash-vowel and half length signs?

13. To what may *own* be added by an *n* hook?

14. Explain how *one* may be briefly expressed.

15. To what may *than* be added by an *n* hook?

16. How may *thr* be briefly expressed other than by lengthening?

17. How may *us* sometimes be briefly expressed?

18. What is said about the signs for *we*, *you* and *were* being reversed?

19. How may *or* be implied between figures?

20. How may *to* be expressed between figures?

21. In writing dollars and cents, how should the cents be expressed?

22. Is it necessary to use the decimal point in expressing cents?

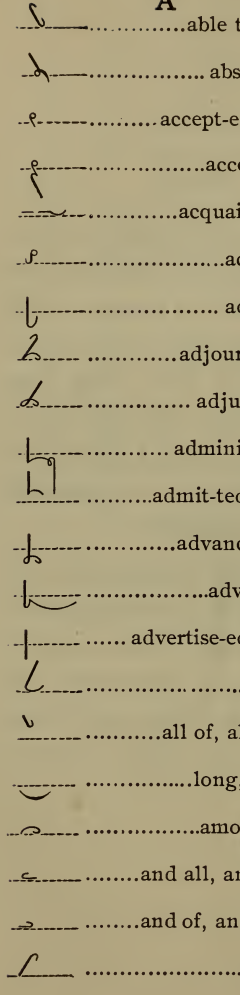
ADVANCED WORD SIGNS

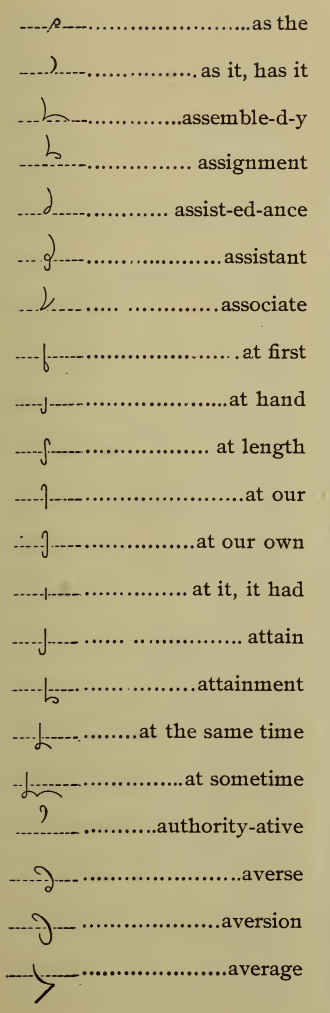
The following list of brief word signs should be thoroughly memorized. The student who has mastered the principles as he has gone along will have comparatively little difficulty in committing these forms to memory. They should be gone over again and again, until they can be written at the rate of at least one hundred a minute, and read quite as rapidly. Perfect familiarity with them will insure greater speed with considerably less effort than would otherwise be required.

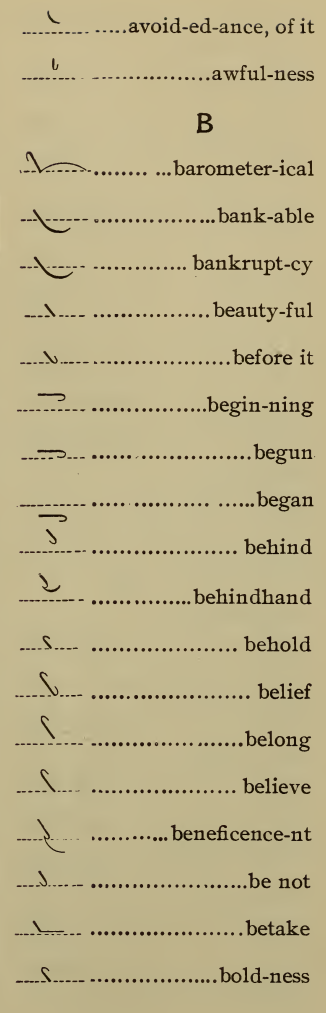
The words have been very carefully selected, and are such as will occur in almost any kind of amanuensis or reporting work. The outlines of many of the words, if written in full, would be exceedingly cumbersome and inconvenient; in other cases confliction with other words would result, and the accuracy of the notes would be impaired.

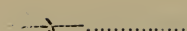
ADVANCED WORD SIGNS

A

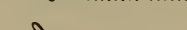



as the
as it, has it
assemble-d-y
assignment
assist-ed-ance
assistant
associate
at first
at hand
at length
at our
at our own
at it, it had
attain
attainment
at the same time
at sometime
authority-ative
averse
aversion
average


avoid-ed-ance, of it
awful-ness
B
barometer-ical
bank-able
bankrupt-cy
beauty-ful
before it
begin-ning
begun
began
behind
behindhand
behold
belief
belong
believe
beneficence-nt
be not
betake
bold-ness


bounty-ful

brethren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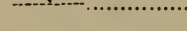
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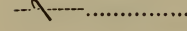
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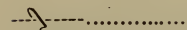
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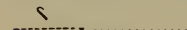
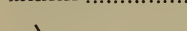

built

Buffalo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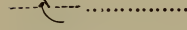
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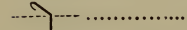
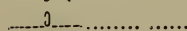

by it


by our

C

California

call off, call forth

Catholic-ism

certain-ty

certificate

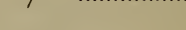
cessation

chair

chapter

change-d

charge-d


charity

character

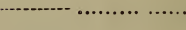
characteristic

cheer

cheerful-ly

child-hood

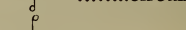
children


christian-ity

circumstance-tial

city-citizen

civilization

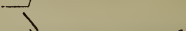

co-executor

collateral

combine-d-ation

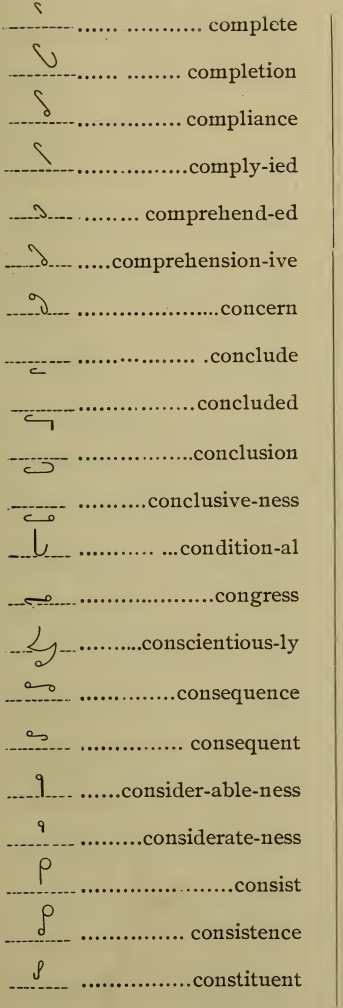
comfort-ed-able

commence-ment


commonest

commercial

company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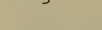
completion
compliance
comply-ied
comprehend-ed
comprehension-ive
concern
conclude
concluded
conclusion
conclusive-ness
condition-al
congress
conscientious-ly
consequence
consequent
consider-able-ness
considerate-ness
consist
consistence
constituent
constitute-ed
constitution-al
construct-ed
construction
in(in the)construction
consume
consumption
contain
contract-ed
contraction
contradict-ed-ory
contradiction
contrive-ance
control-led
controversy
converse-ant
convert-ed
correct-ed-ness
correction
corrects
counsel for the defense

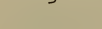
.counsel for the def'd't

.counsel for the pl'nt'f

countenance-ed


country

countryman

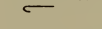

countrymen

county

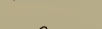
court

cross-examine-ation

cure


cures-curious

D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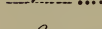
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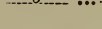
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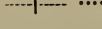
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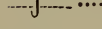
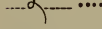
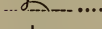

Dear Sir


Dear Madam

December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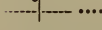
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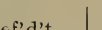
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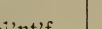
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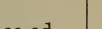
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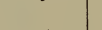
defraud-ed

degeneration

degree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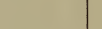
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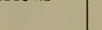
deliver-ed-y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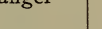
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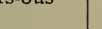
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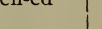
derived-derivative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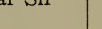
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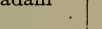
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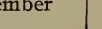
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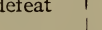

describe-d

description

direct-ed

direction

directness

discharge

dissatisfy-ied-action

dyspeptic-sia

distinct

distinctive

distinguish-ed

District of Columbia

divine

doctor

doctrine

dollar

down thr

downfall

downcast

dread-ed

drunken

drunkenness

during it

E

each will

each one

efficient

enlarged

England

English

enthusiasm

essential

evening

every one

evident-ce

exact-ed-ness

exaggerate-d

exaggeration

examine-d-ation

example

except-ed

exception

executor

exchange-d

exclusive-ness

exhibit

exhibition

expect-ed-ation

expend-iture

expended

expense-ive-ness

experience

in (in the) experience

explain-atory-ation

explained

explicit-ness

explore-d-ation

express-ed-ive

exquisite

extraordinary

extravagant-ce

extreme

F

fact

fail

failure

fall

fallen, fall in

false

family

fault-y

favor

February

feature, if it

feel

feel it

felt

fell in

financial

footstep

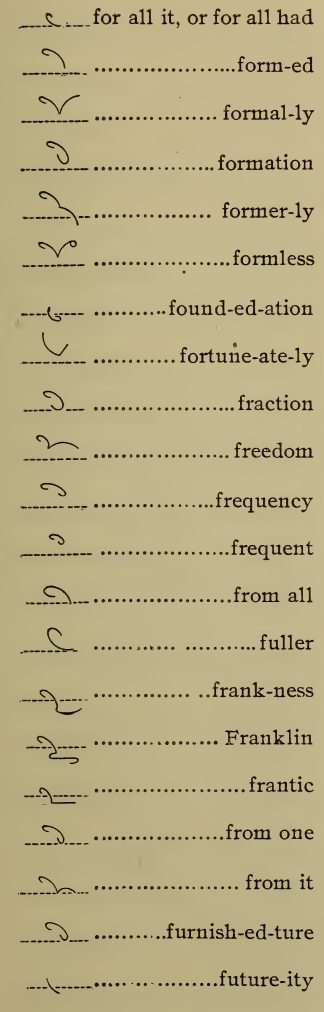
for instance

for all

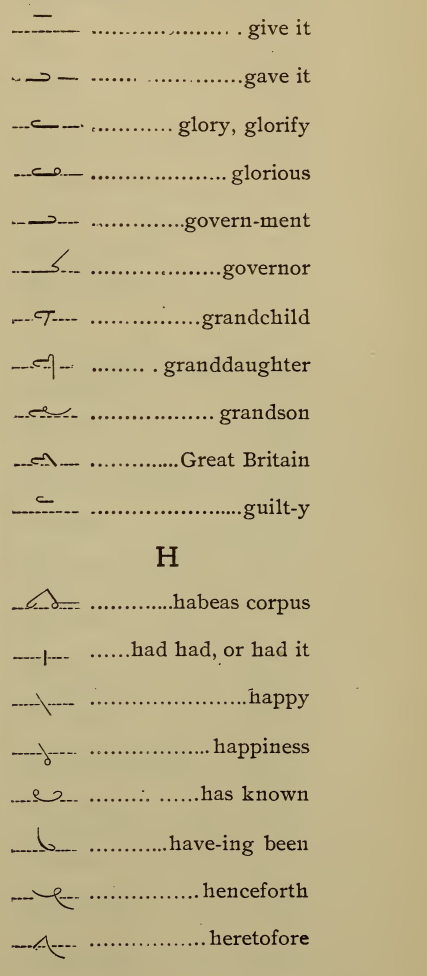
for all are

for the plaintiff

for the defendant


for all it, or for all had
form-ed
formal-ly
formation
former-ly
formless
found-ed-ation
fortune-ate-ly
fraction
freedom
frequency
frequent
from all
fuller
frank-ness
Franklin
frantic
from one
from it
furnish-ed-ture
future-ity

G


give it
gave it
glory, glorify
glorious
govern-ment
governor
grandchild
granddaughter
grandson
Great Britain
guilt-y

H

habeas corpus
had had, or had it
happy
happiness
has known
have-ing been
henceforth
heretofore

history-ical

holy

holier

holiest

horticulture-al

House of Representatives

hopeful-ness

I

I am in receipt of your letter

idle-ness

if all are, or our

identical

if the court please

ignorance

ignorant

illegible-ity

imagine-ary-ation

imaginative

imagined

immoral-ity

immortal-ity

immortalize

impatience

impatient

improper-ly-riety

in all

indefatigable

indenture

independent

indescribable

indignant

individual

inhabit-ed-ant

inquire

insignificant

instant

integrity

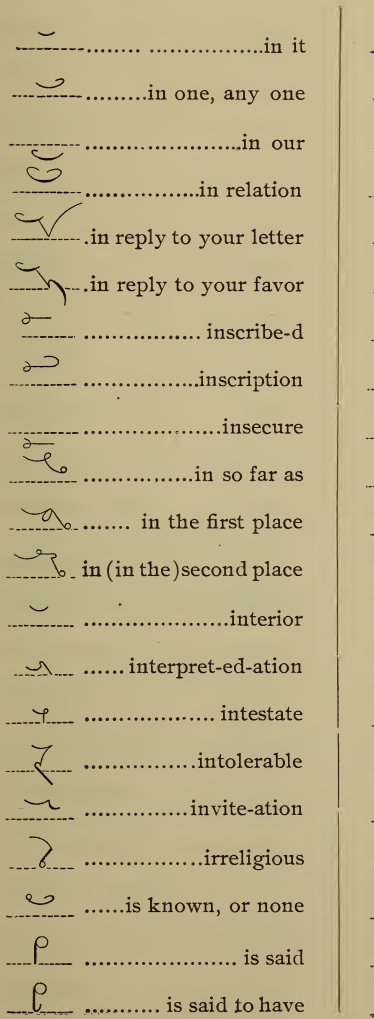
intellectual

in (or in the) consideration

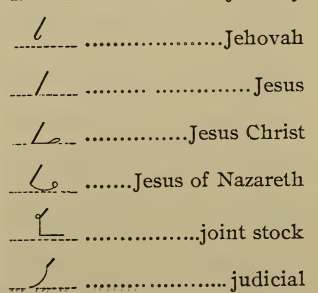
inconsiderate-ness

information

inform-ed-ant


in it
in one, any one
in our
in relation
in reply to your letter
in reply to your favor
inscribe-d
inscription
insecure
in so far as
in the first place
in (in the) second place
interior
interpret-ed-ation
intestate
intolerable
invite-ation
irreligious
is known, or none
is said
is said to have
is there
is it
issue
issued
is just at hand
it had or it would
it had or would not
it is good
it is great
it is plain
it may have been
it is questionable
itself

J


January
Jehovah
Jesus
Jesus Christ
Jesus of Nazareth
joint stock
judicial

... judiciary

..... judicious-ly-ness

..... jury

..... jurisdiction

..... .just as

..... justice

..... justify-iable

..... just at hand

..... just received

L

..... ladies and gentlemen

..... large

..... larger

..... largest

..... learn-ed

..... learned counsel

..... learned judge

..... legislate-d-ive

..... legible-ity

..... illegible-ity

..... length

..... lengthy

..... lengthen

..... lengthened

..... light

..... long

..... longer

M

..... machine

..... machinist

..... machinery

..... may have been

may it please your honor

may it please the Court

..... magnet-ic-ism

..... majority

..... manufacture-r-ory

..... Massachusetts

..... mechanic-al-ism

..... Mediterranean

..... memoranda-um

..... mental-ity

mention

mentioned

mercy-iful

merchandise

messenger

metropolitan

metropolis

microscope-ic-al

mighty

million-th

misfortune

mistake

moral-ity

movement

mortal-ity

mortgage

mortgagee

My dear Sir

N

next

next time

next day

neglect

New Jersey

New York

New York City

New York State

nobody

North Carolina

November

no one

no other

no other one

O

obligation

obligatory

occur

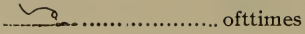
occurred

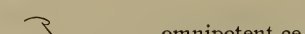
occurrence

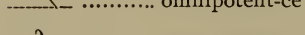
of it

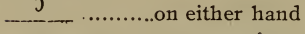
of thr

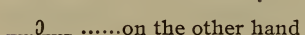
often-times

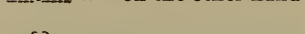

ofttimes

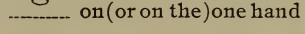

omnipotent-ce


on either hand


on the other hand

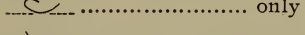

on (or on the) one hand


one other, or another


only

opposition

oppression

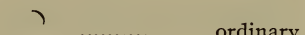

order

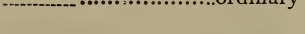
ordinary

organ

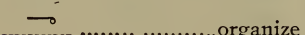
organize

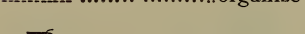
organization

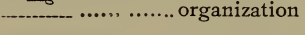

over it


overtake

P


preliminary


parallel


parliament-ary

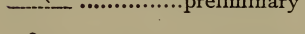
party, patent-ed

party of the first part

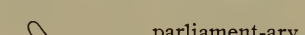
party of the second part

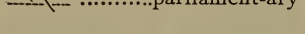
partake

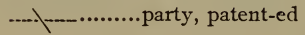
passenger


people

perfect


perfected


perfection


Pennsylvania

perform-ed-ance

permanent-ly-ce

perpendicular-ity

person

philanthropy-ic-ist

phenomena-on-al

Philadelphia

photography-ic-er

popular-ity

power

powerful

practice

present

prejudice-d

prepare-d-atory-ation

Presbyterian

pretty

prima-facie

professor

profit-ed

proof-prove

prominent-ce

property

proportion

protection

production

punish-ed-ment

purpose

R

real-ity

realize

recollect-ed-ion

recover-ed

reform-ed-atory

religion

religious

relinquish-ed-ment

remonstrate-d

republican

repute-d-ation

respect-ed-ing-ful

retake

revenge-d

reveal-ed

revelation

revolution

rhetoric-al

rule-d

Roman Catholic

S

said to have

salvation

San Francisco

satisfy-ied

satisfaction

scripture-al

Secretary of State

Secretary of War

scientific

scoundrel-ism

September

serious

set off

set forth

shall it

she had, she would

signify-ied

significant-ce-cy

signification

similarity

simultaneous-ly

single-d

singular-ity

situation

skillful

so far as

sometime

south-east

south-eastern

southern

south-western

south-west

south-wester

 speak, superior-ity

 speaker

 special-ty

 spiritual-ity

 spiritualism

 spiritualistic

 spontaneous

 standard

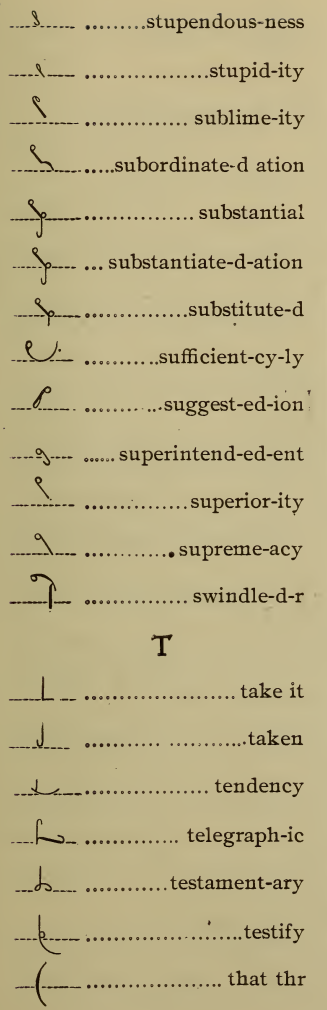
 statistic

 stepping-stone

 stenography-er-ic

 stranger

 strength


stupendous-ness
stupid-ity
sublime-ity
subordinate-d ation
substantial
substantiate-d-ation
substitute-d
sufficient-cy-ly
suggest-ed-ion
superintend-ed-ent
superior-ity
supreme-acy
swindle-d-r
T
take it
taken
tendency
telegraph-ic
testament-ary
testify
that thr
thanksgiving
thenceforth
there ought
there ought to have been
the other
there will
there would or had
they are all
they had or would
they had not
thousand-th
to have been
tolerate-d-ation
tolerance
transient
twelve-fth
tragedy
trans-Atlantic
transcend-ed
transfer-red
transform-ed

U

..... under

.....United States

..... universe-al

.....universalism

..... university

.....unless

..... uniform

.....unimagined

V

..... vegetate-d-ion

..... vegetable-rian

..... vengeance

.....vice-versa

..... Virginia

..... virtue

.....virtuous

..... virtuously

.....visible

W

.....warrant-ed-able

.....was to have

.....was thr

we are in receipt of your valued favor

.....we are to have

..... we know

..... we have known

.....welcome

..... we made

..... we may be

.....we may have been

we may, with me or my

we may not, we meant

.....we mention

..... were it

.....were made

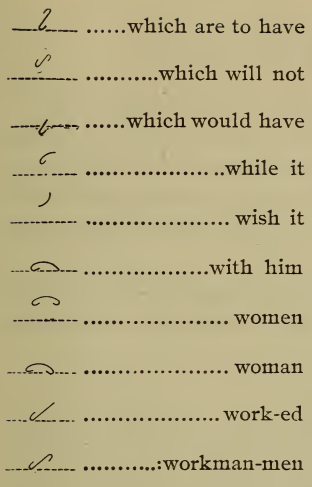
.....were meant

.....were mentioned

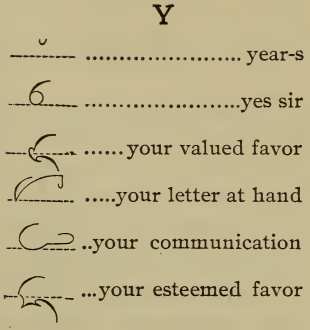
.... were no

what is your occupation

...where do you reside


.....which are to have
.....which will not
.....which would have
..while it
wish it
.....with him
women
woman
.....work-ed
.....:workman-men

Y


year-s
.....yes sir
.....your valued favor
.....your letter at hand
..your communication
...your esteemed favor

EXERCISE ON WORD SIGNS

The following letter, composed of word signs, should be written over several hundred times, great care being exercised to use the proper sign and to put it in its proper position. It is suggested that not more than one-third of this exercise be taken at a time, after which the whole may be written together.

Words connected by hyphen are represented by one sign. Imply *of, of the, to* and *to the*, wherever they can be implied.

MY-DEAR-SIR :

I-am-in-receipt-of-your-letter of the 12th of September, which, you may-be sure, was very welcome.

I shall be delighted to accept your invitation to become a member of the special party you expect to superintend through this little world of stenographic forms. When Professor Hope, of the University of Virginia, first suggested that I ought to inquire somewhat more fully in-relation to this important subject, I dreaded the expenditure of mental application which I believed would be essential to learn them. Your communication, however, combined with his description of the comprehensive and intelligent manner in which you present the characters, to-the delight of every-one concerned, together with the advantage to-be derived from a perfect knowledge of phonography as set-forth, have influenced several prominent ladies-and-gentlemen, formerly of Brooklyn, but now of Philadelphia, Pennsylvania, to begin with-me ; and we-will all come at-the-same-time.

Already there is much interest exhibited, and each-one, without exception, is-said-to-have determined to attain that standard of perfection which has been put before us for example.

I heard through the governor's granddaughter that Mrs. Pleasure has accepted, and that the Messrs. Long, who have never yet been found averse to any movement where intellectual improvement

was in-order, are impatient to set-off immediately. They-are particularly interested now in contractions, and the correct application of principles. Your explanations have revealed to them their deficiency in several respects.

Dr. Christian and Mr. Lord, with a number of Presbyterian and Roman-Catholic brethren from New-York-State, are at present assembled at the metropolis for the purpose of directing an investigation of the large amount of drunkenness and consequent depravity in New-York-City. These distinguished men are of different religious beliefs, but-are-not at-all prejudiced in opinion. Upon the transfer of-their memoranda and the completion of the preliminary examination of certain evidence given before the justice, they expect to take the Southwestern Express and overtake us at San-Francisco, California.

The popular and efficient stenographer of the County Court here, whom you will remember as the brother of the Assistant Secretary-of-War, called during the evening to signify his satisfaction at the organization of the company and referred with particular interest to his having-been under your direction a number of years before. He told us it was absurd to think any-one could do good work without careful preparation and indefatigable practice, as they-are indispensable.

His associate, who has become equally skillful after long experience in the United-States House-of-Representatives, where the work is often difficult in the extreme, was astonished that any person should be satisfied with ordinary attainment or fail to improve every opportunity for advancement. No-one having imperfect transcripts should ever hope to become anything above the ordinary.

I hope to hear from you again in the near future with further information.

TO THE STUDENT

You have now been over all the principles and it is presumed you have a good knowledge of them. Much work, however, remains to be done before you will have sufficient speed to do practical work. Let your motto be *practice*, *practice*, *study*, *study*.

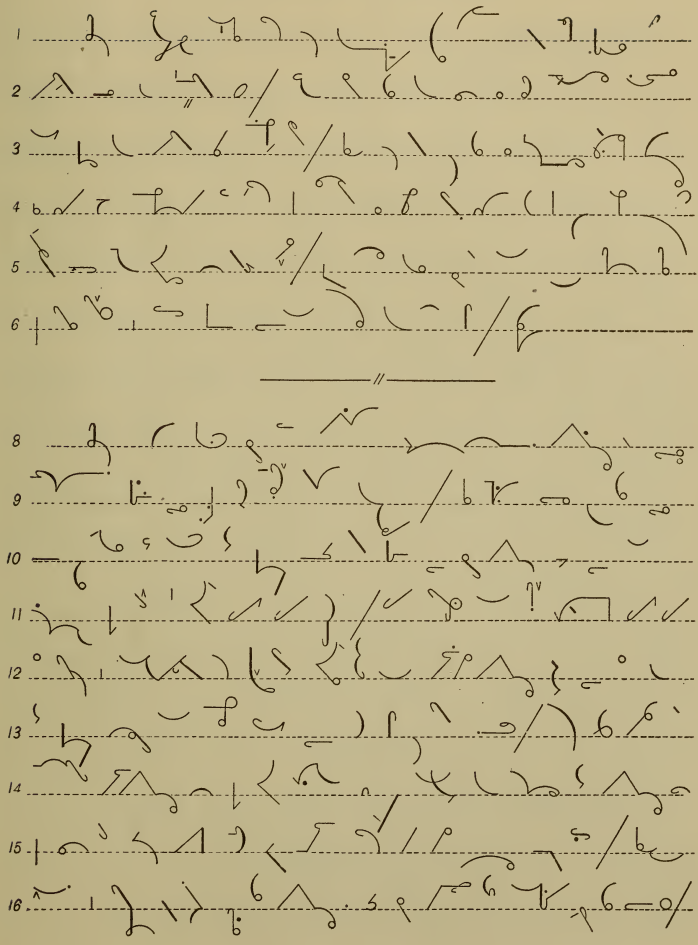
Remember that accuracy must go hand in hand with speed. Speed without accuracy is valueless.

In all your writing hereafter use only such vowels as are necessary to enable you to read your notes readily. Be very careful to write each word in its proper position. Make use of all the "Reporting Expedients." Do not use a long outline where a short one would do as well. Many things, apparently small in themselves, constitute a considerable factor when getting up speed.

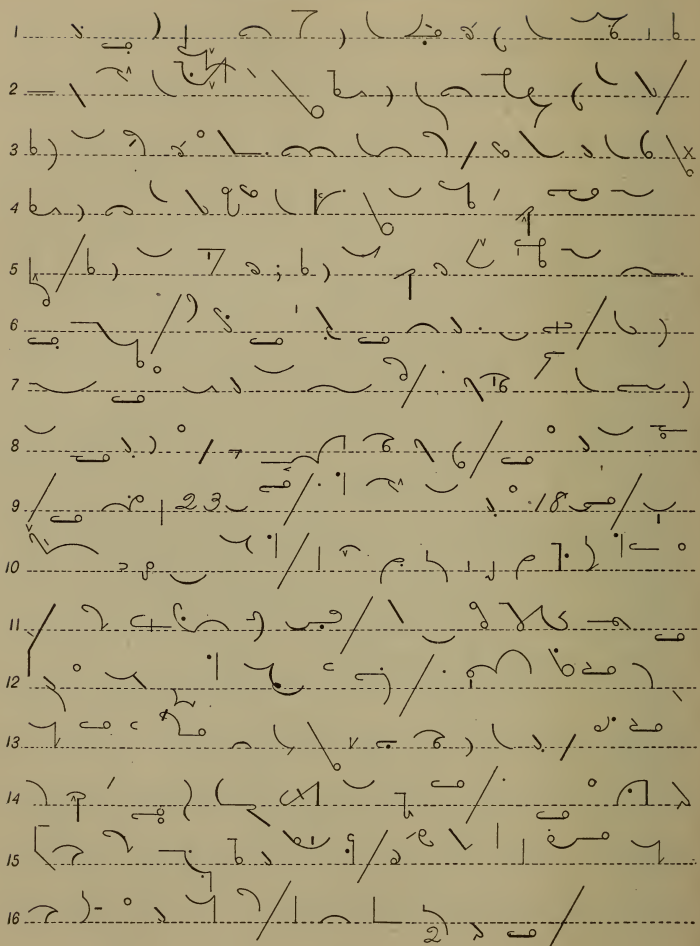
The following pages are given as samples for your guidance. It would be well to study part of a page till it can be read without hesitation, then write it over at least twenty-five times—one hundred would be much better. Cultivate an even, steady movement, and make each character well. Use good paper and keep your pencils sharp.

When you have finished the first part of a page, take another part, and so on. A great deal more benefit will be derived from writing a certain amount of matter twenty-five times than from writing twenty-five times the same amount of matter only once.

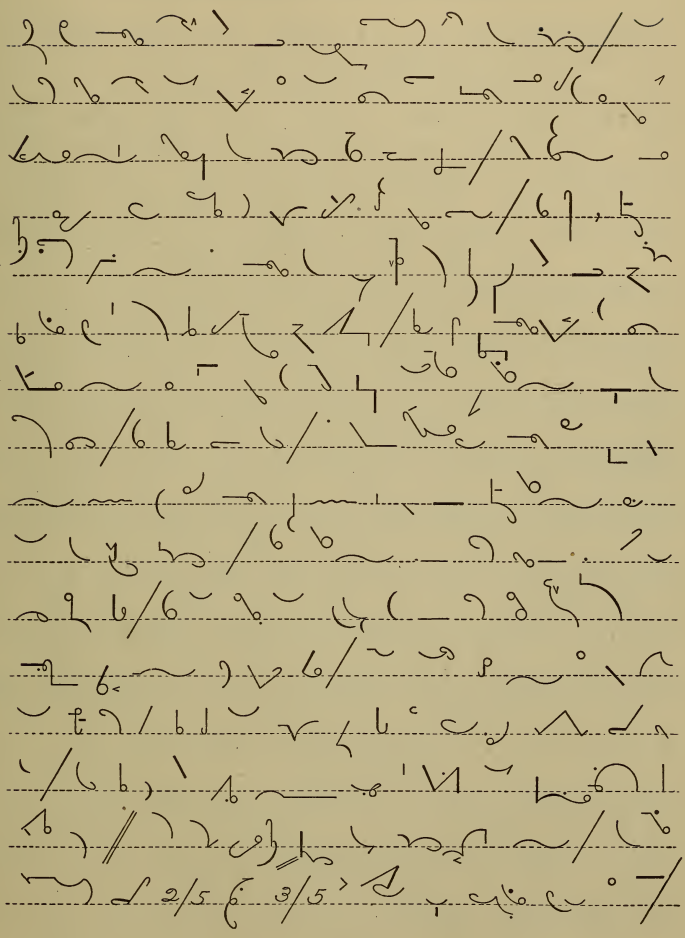
PRACTICE LETTERS

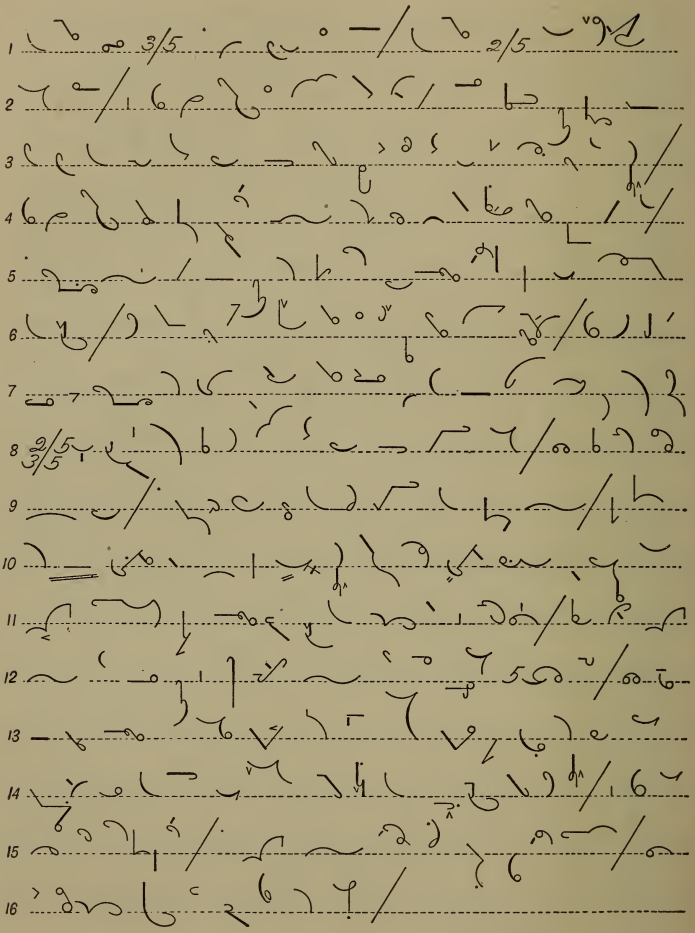


BENT GLASS

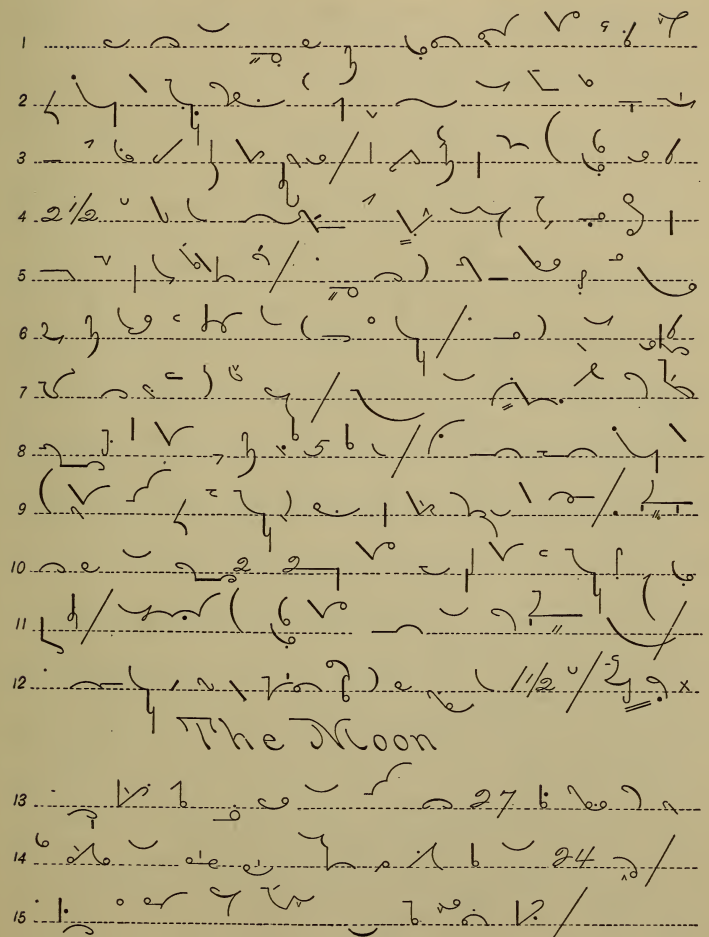


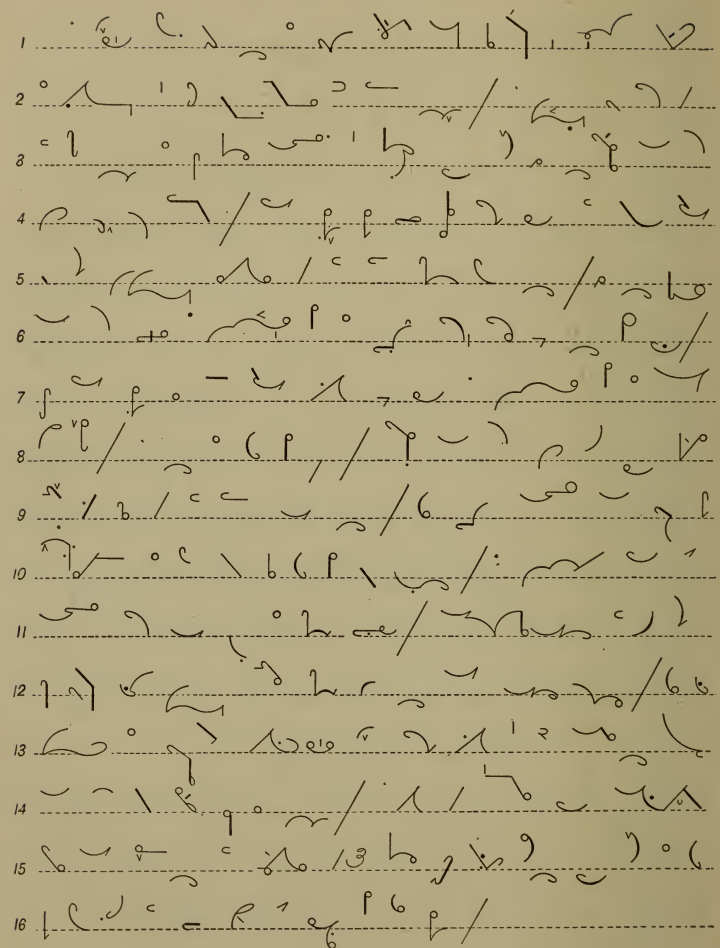
NEW MONEY FOR OLD





GOOD MONEY FOR OLD—Continued



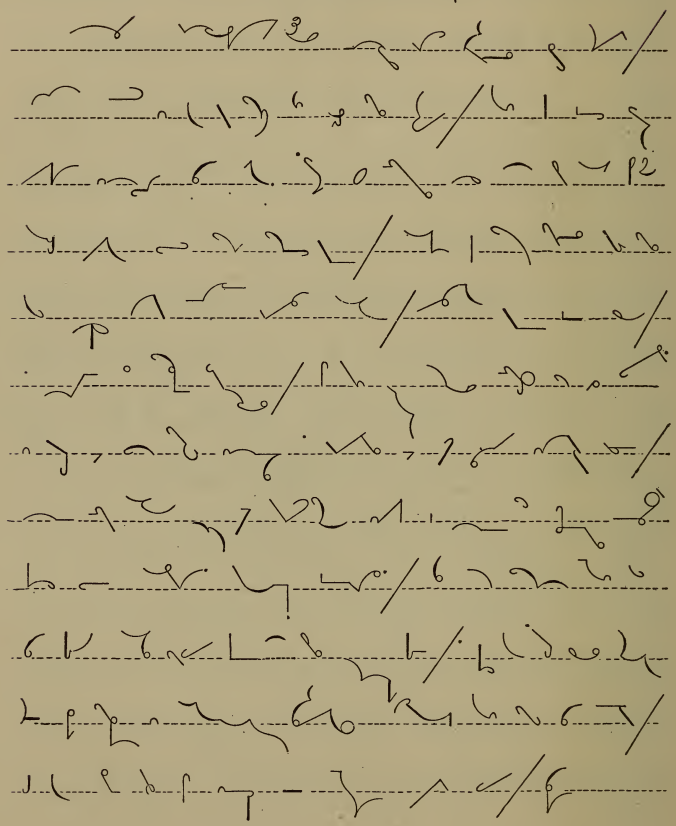


Cork

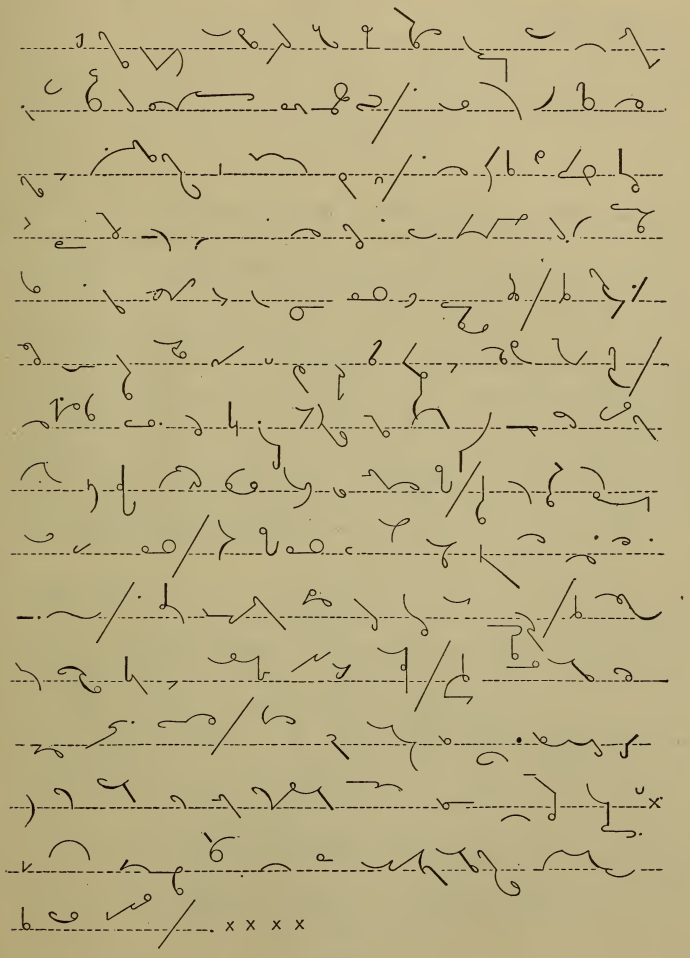
Diving Suits.

Jas. N. Cole 4-17

29 Nunda 7

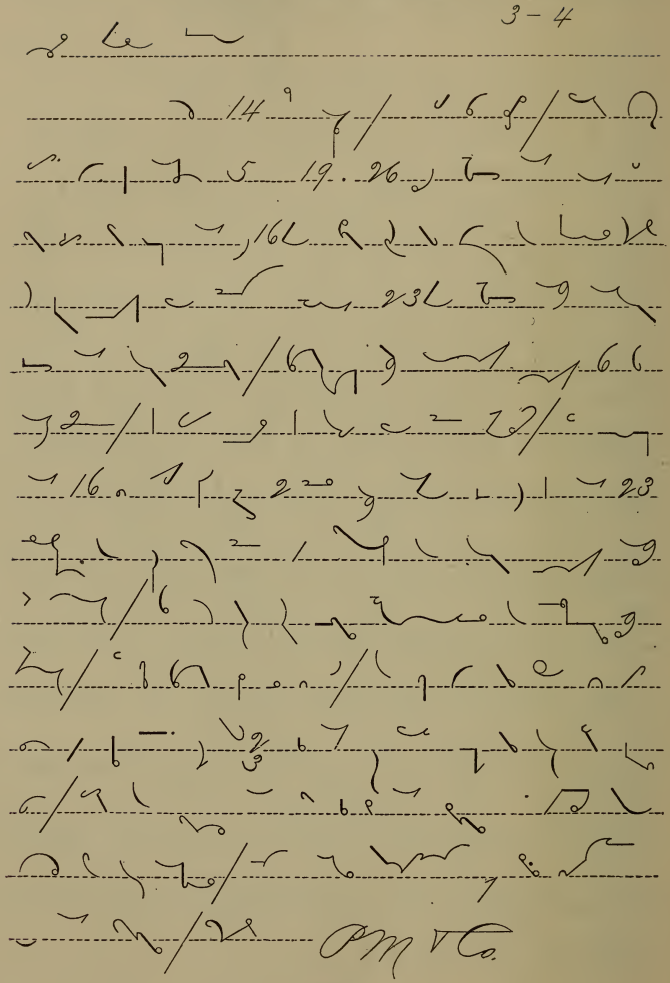


ADDRESS OF CHAUNCEY M. DEPEW TO THE YALE LAW STUDENTS



PRACTICE LETTER

3 - 4



TRANSLATION OF SHORTHAND NOTES

(PAGE 203)

GENTLEMEN :

We have decided to accept your offer of this morning for one thousand bushels No. 1 Red Wheat at $1.04 per bushel, delivered at our Lake Street mill not later than January 19th. Terms to be one-half on delivery, and the balance in thirty days.

Yours truly,

DEAR SIR :

Replying to yours of the 6th inst., we note your remarks in regard to instructions received from Mr. Anderson to send our shipments via Anchor Line as soon as they commence running their boats. You state that the first boat leaves Duluth on the 14th inst., and that you could probably ship the last two cars for which you now have orders that way.

As we had an unusually large lead business during the month of March our stock here is quite low, and it certainly would not do to hold any of our orders for lake shipments ; and you may, therefore, continue to ship by rail as fast as you can, until such time as the Anchor Line boats are running regularly. As soon as they do this, so that you can depend on their dates of sailing, then you may commence making shipments via that line.

Truly yours,

DEAR SIR :

A long time ago we sent you for collection the account of our client, The James E. Bennett Company, *versus* Nelson & Wells, amounting to $8.40. It is not a large matter, but one which is entitled to some consideration, nevertheless.

We enclose postage with this, and request that you give us by return mail the details of the debtor's financial condition and the prospect of making a settlement of the account. You have no right to accept this account for collection unless you intend to give us the same attention which you would give to any of your local clients ; and unless we are favored with an answer by return mail, shall acquaint our surety company and the Attorneys' National Clearing House with your methods of doing business.

Respectfully,

DEAR SIR :

In checking over the invoice of books which you sent on the 29th ult., I find that you have omitted "The Prince of India" and "Monte-Cristo." The set of Thackeray's, which was to be in morocco binding, you have sent in cloth binding.

"The Prince of India" I ordered for a customer who leaves town tomorrow for several weeks ; and as I had positively assured him that the book would be here tonight, I have lost the confidence of a good customer, and, perhaps, his patronage as well. This is the third time within five weeks you have made errors or omissions in filling my orders, and you must do better in the future if my trade is of any object to you.

The set of Thackeray's is returned to you by American Express today, and you will oblige by sending through same company the books which you omitted, and the morocco set of Thackeray's in place of the cloth binding. You should pay expressage both ways.

Respectfully,

DEAR SIR :

We are in receipt of your favor of the 31st ult., also telegram and letter of the 1st inst. As per your instructions, we will cancel your order for one special and one gentleman's bicycle.

We are very sorry to learn that you should be influenced by any rumors that our '98 machines were not giving entire satisfaction. We do not wish to sell you any wheels unless you have perfect confidence in them, so return your check for $12.00, which you sent as advance charges. We wish to say, however, that the report which you heard is not true, as you will certainly find out. You may be sure it was started by some person who had an object in trying to injure the reputation of our wheels, but we defy any one to prove that our machines are not thoroughly high-grade in every respect. We have decided that the best thing for us to do under the circumstances is to open a branch store in your place the coming summer, where we can demonstrate to the people the many new and excellent features of our wheels and convince them of their superior wearing qualities.

Respectfully,

DEAR SIR :

We have just received notice from our factory that there is likely to be a considerable advance on all rubber goods after October 1st. We have expected this for sometime, as there is an enormous increase in the demand for rubber which is exceeding the supply. It is not our object to use this as an argument to solicit your orders but as you are an old customer, we offer it simply as a suggestion, believing you will think it to your interest to order what you possibly can and have shipment made before the rise. It would be impossible for us to accept of any long term contracts at present prices but we can take care of any orders for immediate delivery.

Yours truly,

DEAR SIR :

Your attention has been called repeatedly to the matter of making repairs to cars and overlooking defect cards attached thereto, authorizing bill for this work. It is a daily occurrence to have these cards come to this office with the information that the damage covered by defect card has been repaired and the card not removed at the point or shop where the work was done. We are persistent in trying to locate where the work is performed but invariably are advised by all the shops that they have no record of such repairs, although the card is evidence that the damage must have been in existence when the car was delivered to us by our connections. Whether this is the result of an imperfect record of repairs made at the shop I leave you to judge, nevertheless the fact remains that the repairs were made at some point on our road and there should be a record from which such matters could be gleaned. It is not only annoying but burdensome to be compelled to trace these repairs and I would specially request that you endeavor to stop this carelessness.

BENT GLASS

Bent glass was at one time more commonly used for show case fronts than for anything else, but it has come to be employed for a variety of purposes and it is now used far more extensively than

ever before. Its use in store fronts is becoming more and more familiar, very large plates being bent for this purpose. It is now used more than ever before in the construction of buildings for dwelling purposes, in windows on rounded corners, and in towers. It is used in coach fronts ; it is used in the rounded front china closets, and in making glass cabinets. Either plain glass or beveled glass may be bent to any curve. For one use and another, glass is now bent in many forms. The number of molds required for current use in a glass-bending establishment is large and the accumulated molds number thousands. Glass is bent in a kiln. Glass melts at 2300 degrees. The heat employed in bending is 1800 degrees. No pyrometer would stand long in that heat. It might last an hour, but it would not last a day, and so the heat of the kiln is judged from the color of the flame, and other indications. By long experience and observation the expert glass bender is enabled to estimate the heat in this manner with accuracy. The smaller pieces of glass are put into the kilns with forks made for the purpose, but the great molds used for bending large sheets of glass are mounted on cars so that they can be rolled in and out of the kilns. The glass is laid upon the top of the mold over the cavity and it is bent by its own weight. As it is softened by the heat it sinks into the mold and so is bent into form. It may take an hour or two to bend the glass.

NEW MONEY FOR OLD

There are several experts employed by the government to inspect the currency offered for redemption. In fact, every person employed in the bureau is, in some degree, an expert, because each one of them has to pass on the genuineness of the money presented for redemption, and this is a difficult task. Remember that this money comes to the treasury, as a rule, only when it is so badly worn that it will not pass current. This dirty, torn, greasy, ragged money the experts have to handle and decide whether it was issued by the government and should be redeemed at its face value, or whether it is the work of counterfeiters and should be rejected. It is not at all to the discredit of the experts of the bureau that some bogus money has got past them and been detected in one of the offices to

which the pieces of money go for further examination. This does not occur often. The peculiar province of one expert is not to detect bad money—though she is expert at that—but to put together torn pieces of money sent in for identification and redemption. These pieces of money come from all parts of the country and arrive under most extraordinary conditions. This is not surprising, in view of the fact that they come from experiences with fire and water and gastric juices, and many other powerful agents. A not infrequent accident to money is to be left in a stove from which it is taken in a badly charred condition with only ashes to represent the greater part of it. Often it is used by rats to make their nests, or, buried in the dampness of a cellar, it rots away.

Here are the rules of the Treasury Department for the redemption of mutilated money: For a piece of currency greater than two-fifths and less than three-fifths of the original note, one-half of the face value of the note is given. For a piece as great as three-fifths, the whole value of the note is given. For a piece two-fifths in size of the original, nothing is given. But this last provision is limited by the law which gives discretion to the Treasury Department to give full value for a note, if the owner can prove to the satisfaction of the authorities that the note, or the missing part of it, was destroyed. This last provision opens the door to possible fraud, and many are the efforts made by dishonest persons to take advantage of it. The fragments of money which come to the treasury are turned over to one of the experts and sorted out under the microscope for identification. They are picked apart and each tiny piece is assigned to its place like the parts of a puzzle. This is usually done on glass, and the fragments are eventually put between pieces of glass to hold them together while they are measured to see whether there are two-fifths or three-fifths of the note identifiable, or whether it is so little that the owner can recover nothing. Sometimes it is a very serious matter to the owner. The poor are not the only applicants for assistance to recover for damaged money. At the time W. K. Vanderbilt's beautiful home at Newport was destroyed by fire, Mrs. Vanderbilt sent in about $1000 in mutilated currency, out of which the experts were able to identify for redemption all but a fraction of the sum. It is not alone mutilated money that comes to the treasury, but dirty and

worn money of all kinds to the extent of nearly five hundred millions a year. Sometimes counterfeits get past the experts in this bureau and are caught in the other bureaus to which the halves are sent when the packages of old notes have gone under the knife and been divided for counting and identification before they are destroyed. But this is not the most frequent form of attempted fraud. The mutilated money offers the easiest path to this sort of crime. Some of the experiences of the redemption division with would-be thieves are interesting.

One man in Kansas sent to the treasury the halves of some small bills with the edges nicely charred, accompanied by an affidavit from the sender that he had put the money in the pocket of his coat and hung the coat on the fence where it was burned, to the destruction of part of the notes. It happened that the treasury had redeemed the other halves of these notes just two and one-half years before for a money broker on the Bowery in New York, and, thinking the case suspicious, had kept an eye out for the possibility of attempted fraud. The Kansas man was a member of good business standing, and his bankers threatened the treasury officials with dismissal if they questioned his affidavit. The case was put in the hands of the Department of Justice, and eventually the man plead guilty and was fined $1,000. A banker in Alabama received from a depositor a fragment of a ten-dollar bill, and the treasury paid five dollars for it. Later came a claim, accompanied by the other part of the bill a little charred, and with an affidavit saying the sender had burned the remainder of the note by mistake. A Chicago man sent in fragments of two twenty dollar bills and one ten dollar bill with an affidavit telling how the other halves had been destroyed. In the same mail the other halves of these bills came in from a Chicago banker. The maker of the affidavit, who proved to be a tool of some swindlers, was sent to prison for one and one-half years.—*Washington Star.*

THE MOON

The moon, turning on its axis once in a little more than twenty-seven days, presents every part of its surface in succession to the sun in that time, as the earth does in twenty-four hours. The day

of the moon is consequently nearly a fortnight long and its nights of the same duration. The light of the sun, falling upon the moon, is partly absorbed into its body, but a small portion is reflected or thrown back and becomes what we call moonlight. The illuminated part from which we derive moonlight, is at all times increasing or diminishing in our eyes as the moon proceeds in her revolution around our globe.

When the satellite is at the greatest distance from the sun, we, being between the two, see the whole of the illuminated surface which we accordingly term full moon. As the moon advances in her course, the luminous side is gradually averted from us, and the moon is said to wane. At length, when the satellite has got between the earth and the sun, the luminous side is entirely lost sight of. The moon is then said to change. Proceeding in her revolution, she soon turns a bright edge toward us, which we call new moon. This gradually increases in breadth till the moiety of the circle is filled up ; it is then said to be half moon. The luminary, when on the increase from new to half, is termed the crescent. In the early days of the new moon we usually see the dark part of the body faintly illuminated, an appearance termed the old moon in the new moon's arms. This faint illumination is produced by the reflection of the sun's light from the earth, or what the inhabitants of the moon, if there were any, might be supposed to consider as moonlight. The earth, which occupies one invariable place in the sky of the moon, with a surface thirteen times larger than the apparent size of the moon in our eyes, is then at the full, shining with great lustre on the sunless side of its satellite.

CORK

Cork, which is used so much for stoppers for bottles, is the bark of an evergreen oak growing in the south of France, Spain, and some other countries. The bark is first taken off when the tree is about twenty-five years old. The cork tree requires a warm climate, yet it is found in Spain at an altitude of 1,600 feet, and in Algeria at 3,200 feet. The lowest annual temperature at which it flourishes is about sixty degrees. It grows best on slopes where it has an

abundance of light and free circulation of air. The trees continue to grow and be of service for their bark for two hundred years. In Spain the maximum height is sixty feet, the trunk having a girth of ten or twelve feet.

The cork is obtained in the following manner:

An incision is made through the bark and around the tree near the ground and another near the branches. These cuts are followed by perpendicular ones dividing the bark into broad strips. The cuts stop the circulation of the sap, and the bark soon begins to dry and curl outward, and each strip is then peeled off by hand. The tree is not killed by this process, which may be repeated every ten years.

DIVING SUITS

The diving suit is generally made of India rubber, covered with cloth, and envelopes the whole body of the diver. The helmet, or headpiece, is made of copper, and is fitted with three strong plate-glass windows. The inlet valve, to which the hose is attached that supplies the air from a force pump above, is so constructed as to freely admit the air; but should anything happen to the hose or pump, the valve at once shuts, enclosing sufficient air in the dress to last until the diver can be drawn to the surface. The boots are made with leaden soles and weigh about forty pounds, while the breastplates at the front and back weigh nearly eighty pounds. The cost of a suit is $600.

THE UNITED STATES FLAG

The Stars and Stripes, the flag of the United States, came into existence on June 14, 1777, nearly a year after the battle of Lexington; and the place of its birth was the house of Mrs. Betsy Ross, at 239 Arch Street, Philadelphia, a two-story structure that is still standing and looks good for another hundred years of life. So rapid has been the march of events since the Stars and Stripes were first unfurled, and so populous and great have the states become, that it seems almost an eternity of time since Betsy Ross sat in her humble home and made the flag; and yet there are living in Philadelphia today descendants of Betsy Ross who heard the story from her own lips.

In the spring of 1777, a committee was appointed by Congress to design a suitable flag for the nation. Accompanied by General Washington, the committee visited Mrs. Ross, and giving her as a model a pencil sketch made by Washington, they requested her to make a flag in accordance with the design. The act by which the flag made by Mrs. Ross was chosen as the emblem of the United States is as follows: "Resolved: that the flag of the thirteen United States be thirteen stripes, alternate red and white, with thirteen stars of white in a blue field, representing a new constellation." The act passed by Congress on April 4, 1818, provides that on the admission to the Union of a new state, one star should be added, the addition to be made on the 4th of July following the admission of the state. Thus the thirteen stripes on the United States flag represent the original number of states comprising the Union. Now there are forty-five stars, but the stripes will ever remain the same—seven red, six white. Its proportions are perfect when properly made—one-half as broad as it is long. The blue field for the stars is the width of a square of the first seven stripes—four red, three white. The colors are in beautiful relief, and it is altogether a splendid national emblem. The five-pointed star was suggested by Mrs. Ross, and has always remained the same, though the number of points has never been the subject of legislative enactment.

AMBER

A valuable collection of amber is being exhibited in London, which is attracting much attention from both naturalists and people generally. Most people know that amber, away in the dim ages, was gum of a most transparent and liquid kind which oozed from the pines growing in the countries near to what is the Baltic Sea of our day. The trees decayed and mingled with the soil, but the resin was stored up by nature, and when, as the centuries rolled on, the earth began gradually to sink, and the sea washed over what was once dry land, the wood soil was upheaved and the hard gum carried off by the waves to be dropped to the bottom of the ocean. There the action of the water, in the course of further ages, slowly converted the lumps of resin into the fossil which ocean currents have since disturbed and often cast back on the coasts.

It was in oozing from the pine trees that the liquid resin caught up in its course insects and other things, which have been wonderfully preserved. Ants and spiders, leaves, flowers, and fruit of species and kinds unknown to recorded history, are to be examined with as much facility as if they stood on an object glass; and of such delicate consistency was evidently this trickling gum, that the winged insects have been imprisoned without the slightest damage to their fragile forms.

The finest specimen in the London collection contains a fly, very much like the species which today is common the world over. It seems to be poised in mid-air, the wings outstretched in the most natural fashion, with the light playing on their gauzy texture and showing them in ever changing hues. The legs are long, and the fine hairs covering them are plainly discernible. Even the eyes are preserved. There are some ten insects in another piece of amber about an inch square, including a couple of spiders and an insect looking very much like a mosquito. Another specimen contains five flies, and while it is evident from the peaceful attitude of four of them that the overwhelming process was immediately effectual, one appears to have given a last kick, and that death struggle of an insect many thousands of years ago is plainly recorded today in the disturbed appearance of the fossilized gum.

Mr. Jas. H. Cole,
Box 29, Nunda, N. Y.

My dear Sir:

I am in receipt of your letter of the 13th inst., and am pleased to learn that your progress has been so rapid. Let me caution you, however, to be very sure that you understand the principles thoroughly. If you do, and can apply them readily, you may congratulate yourself on having accomplished the first, and perhaps most important step, in the study of Shorthand; if you do not, review carefully from the very beginning of the book. Any attempt at further progress before the principles have been mastered will be quite likely to result in failure.

Resolve to become a good stenographer. The market is overstocked with poor ones. It will pay you to put forth earnest and persistent effort, as the higher speed you obtain, and the more pro-

ficient you make yourself, the better place and the larger salary you will be able to secure. Make it a practice, not only to read over a large portion of everything you write, but to make frequent transcripts, exercising the utmost care in spelling, punctuating and capitalizing. These are very important, and if you find yourself deficient in this part of the work, take immediate steps to remedy the defect. The demand for competent stenographers was never so great as at the present time, and you need have no fear that your services will not be needed, if you prove yourself capable. Do not, however, expect a position until you can do good, and fairly rapid work.

Yours truly,

ADDRESS OF CHAUNCEY M. DEPEW TO THE YALE LAW STUDENTS

I do not propose to pursue any of the subjects upon which you have been instructed by this learned faculty, nor am I prepared to compete with you with a thesis upon some legal question, as a part of the exercises of graduation. The commencement orator usually addresses himself to the professors and the elder members of the profession, but I am here to speak to you. The most joyous of days is that which closes the doors of the school, and opens the gateway to the world; the most apprehensive, the one which marks the opening of your clientless office; the happiest, the first return, after the future is secure and success is assured, to college scenes and associations. It is the privilege of age and experience to indicate paths in the field you are yet to explore, to point out the dangers which beset them, and the methods of safe and comfortable travel. Most of the ideals of these closing hours, devoted to the confidential interchange of aspirations and hopes, will be shattered against the stern realities of practical life, but their destruction will furnish the lessons for sure foundations and permanent construction.

At this hour, all your thoughts are concentrated in one word, *success*. If your construction of success were honestly analyzed, it would probably mean, to most minds, the getting of money. The desire to acquire property is the most potent force in the

activities of our people. It is the mainspring of our marvelous development, and the incentive and reward of intelligent industry. It is alike the cause of the noblest efforts and the most revolting crimes. That man would be unfaithful to his family, and to his own independence, who did not use every honorable effort, and practice every reasonable economy, to secure home and competence for declining years. But the lawyer who makes this his sole aim is an uuworthy member of the noblest of professions, and will never win its honors or rewards. * * * *

Messrs. Johnson & King,
West 14th St., New York City.

Gentlemen :

Yours is just at hand. In reply will say that we ran your "Ad." in the December 5th, 19th, and 26th issues, and then again in the New Year number ; but were not able to get it in the issue of the 16th of January, as that number was full before your order for continuance was received ; so it had to be carried one week later, and went in the 23d of January, and then again in the first issue in February, and again in the February 20th number. This will be followed by the first issue in March, March 6th, then in the issue of the 20th. It really carries it forward one week on each insertion. We could not get it in the 16th, as you originally wished it, and which would have been two weeks after the first issue in January, but could use it in the 23d, and since that time have used it every other week, which brings it, for February and March, in the first issues of the month. These are both especially good numbers, and we have many calls for extra copies of the first issues of each month. We trust this will be satisfactory and as you wished.

If, during your best season, you would run some large "Ads." giving us the option or two or three dates in which to use them when we could do the best for them, we believe it would pay you well. We are not able, ever, to promise any particular dates, except in the special numbers ; the regular issues being always full far in advance. Kindly notify us by return mail how much space you are likely to need in the April numbers.

Very respectfully,

Guide to the Use of Capitals

The following rules for the use of capitals have been very carefully prepared, and, with the copious illustrations, will be found of much assistance to the young stenographer.

1. **Every Sentence and Every Line of Poetry** should begin with a capital.

2. **Proper Names** should begin with capitals; as, *John* and *James* went to the *White Mountains*. The city of *Cincinnati* is on the *Ohio* river.

3. **Proper Adjectives** and **Words derived from Proper Names** should begin with capitals; as, *American*, *Roman*, *Bostonian*, *Swedish*, *Smithsonian*, *to Christianize*.

4. **Direct Quotations.** When the exact words of a speaker or writer are used, the first word should begin with a capital; as, James said, "*Come with me.*"

5. The pronoun *I* and the interjection *O* should be capitals.

6. **Names of God,** words denoting or referring to the Deity, should begin with capitals; as, "Trust in *Providence*." "For in *Thee*, *O Lord*, do I hope." "*Thou* wilt hear, *O Lord* my *God*." "Trust in *Him* and *He* will give you rest." *Jehovah*, *Creator*, *Almighty*.

7. **Months of the Year, Days of the Week, Holidays, and Special Seasons** should begin with capitals; as, *January*, *Monday*, *Christmas*, *Fourth of July*, *Good Friday*, *Lent*, *Advent*, *Trinity*.

Spring, *summer*, *fall*, *autumn* and *winter* should not be capitalized unless personified.

8. **Titles of Honor and Office** should begin with capitals; as, *Dr.; Mr.; Rev.; General Hood; Sergeant Mills; Peter Chase, D. D., LL. D.; Hon. James Drew; President Madison; His Honor, the Mayor; Henry Chase, Ph. D.*

9. **Names Personified.** The name of anything spoken of as a person should begin with a capital; as, "Come gentle *Spring*," "Then *Hope* said."

10. **In Headings and Titles** the important words (usually nouns, pronouns, adjectives, verbs and adverbs), should be capitalized; as, "*An Illustrated History of the State of Vermont*," *Pope's* "*Essay on Man*," "*His Majesty, Myself.*"

In books, the titles and heads of the principal divisions are printed in small capitals.

11. **Names Composed of Proper and Common Nouns,** such as, *Junior course*, *Cayuga creek*, *Andes mountains*, etc., should have the first word only capitalized (unless used in a title or in an address), because it may be used alone. In such names as *Rocky Mountains*, *Jersey City*, *Black Hills*, etc., both parts should be capitalized, as both are necessary to describe the place.

12. **Religious Sects, Political Parties, Organizations, Societies and Companies** should begin with capitals; as, *Methodist, Catholic, Republican, Prohibition party, Band of Hope, Radicals, Conservatives, The Courier Co.*

13. **Distinct Regions;** as, *Pacific Coast, the North, the Southwest, North Siberia,* etc., should be capitalized. In the sentence, *He was traveling west,* west should not be capitalized as it denotes simply direction. In the sentence, *He went West,* west should begin with a capital, as it here denotes a certain part of the country.

14. **Words of Special Importance** describing great events, or special things which have acquired a distinct name, should be capitalized; as, *Blue Monday, Gulf Stream, the Dark Ages, the Revolution, the Civil War.*

15. It is sometimes allowable to capitalize a word in order to give it special emphasis; as Write every *Proper Name,* and every *Adjective* derived from a *Proper Noun* with an initial capital.—*Swinton's Grammar.*

16. In display advertisements, important words are generally capitalized. It is also customary to capitalize important words in bills; as, 3 lbs. *Tea,* 4 bu. *Potatoes,* etc.

17. In writing the amount in checks, notes, etc., some prefer to capitalize each word; as, *Four Hundred Thirty-four.*

Punctuation

Punctuation is so important a part of the education of the stenographer, and so few have a practical knowledge of the art, that it has been thought advisable to give in this book a series of rules which, it is hoped, will be found of great benefit to the stenographer, and will enable him to render better transcripts than he otherwise could.

THE COMMA

The comma denotes the least of the divisions of a sentence. The following rules will show its principal uses.

RULE 1. When words or phrases are not essential to the meaning or structure of the sentence in which they stand, but are merely thrown in, as it were, they should usually be set off by commas; as, It is said, *however*, that the conditions are favorable. He has just heard, *evidently*, of the late disaster. A practical education is, *in fact*, the key to success. He went, *accordingly*, and made arrangements.

RULE 2. **Clauses** or **Phrases** coming between the subject and predicate of a sentence, or between any of its principal parts, should usually be set off by commas.

EXAMPLES

The painter has, *with perfect reality*, depicted the horrors of war.

"The sun, *with all its train of attendant planets*, is but a small portion of the universe.

John, *who had studied faithfully*, secured the prize.

The book, *though not a new one*, was highly prized.

RULE 3. **The Ellipsis of a Verb** should be marked by a comma; as, James went to France; John, to England. He has one book; she, two. Commas indicate the closest connection; brackets, the remotest.

RULE 4. **Relative Clauses, not Restrictive,** should usually be set off by commas.

EXAMPLES

The young man, *who seemed very bright*, found ready employment.

They intend to go in the spring, *which is the most delightful season of the year in that country.*

The giant trees of California, *which are the largest in the world*, are falling victims to man's greed.

NOTE 1. A clause is restrictive when it limits the meaning of some particular word to some particular sense; as, Books *which are full of knowledge* are valuable. Here the author does not say that all books are valuable, but merely those that are full of knowledge. The clause is, therefore, restrictive, and should not be set off by commas. Some authors would, however, place a comma after knowledge to mark the logical subject.

NOTE 2. If several words come between the relative and its antecedent, a comma should precede the relative even if it is used restrictively; as, He is the best man, who does the most good.

NOTE 3. A comma should always be placed before the relative, if it is immediately followed by a word or phrase set off by commas; as, The engineer, who, through gross carelessness, wrecked the train, deserves the severest censure. He met with a painful accident, which, however, did not permanently injure him.

RULE 5. **An Appositive Word,** together with its adjuncts, should usually be set off by commas. Titles, when *affixed* to a noun or pronoun, should also be set off by a comma, or commas.

EXAMPLES

Gladstone, *the noted statesman*, lived in England.
Victoria, *The Queen of England*, was very wealthy.
Rev. James Russell, *D. D., LL. D.*
Harold Hunt, *Esq.*

NOTE 1. When the appositive consists of only *one* word, or only one word preceded by the article *the*, no comma is usually required; as, Jesus *the Saviour* was crucified.

NOTE 2. In sentences like the following, the appositive is not set off by commas; as, Goldsmith Maid was called the queen of the turf. He was chosen king. They elected him president.

RULE 6. **The Simple Members of a Compound Sentence,** unless short and closely connected, are generally divided by commas.

EXAMPLES

The machine is a marvel of simplicity, but its work is truly wonderful.

"Life is short and time is fleeting."—Short, no comma needed.

Be charitable, meet your obligations promptly, and you will be respected.

He speaks earnestly, and his words carry conviction with them.

NOTE. When the members have commas within themselves, a semicolon is usually placed betwen the members ; as, James, though younger, was soon noted for his fine work ; but John, being lazy and indifferent, met with little success.

RULE 7. **Similar Phrases forming a Series** should have a comma after each phrase.

EXAMPLES

He has sailed the seas in merchantmen, government cruisers, and fleet ocean racers.

An earnest purpose, a desire to excel, and persistent application, will win success.

RULE 8. **Words or Phrases in Pairs** should have a comma after each pair.

EXAMPLES

Minute by minute, day by day, and week by week, the work goes on.

He has studied Latin and Greek, philosophy and chemistry, drawing and music.

RULE 9. **Similar Words in a Series** should usually be separated from *each other* by commas.

EXAMPLES

Men, women, boys and girls were there. He spoke rapidly, distinctly and forcibly.

The sun, moon, planets and stars are objects of earnest study.

Love, faith, hope and charity are written on their banner.

NOTE 1. In a series of similar words no commas are required, if the connectives are all expressed. (See example 1 below.) If

the connectives are *all omitted*, the words must not only be separated from each other by commas, but a comma must be placed after the last one to separate it from what follows (see example 2).

EXAMPLES

1. Every thought and every word and every action will be brought into judgment.

2. Every thought, every word, every action, will be brought into judgment.

NOTE 2. If the terms are adjectives, no comma should be inserted between the last one and its noun, if the latter is *final;* as, She was a kind, generous, noble woman.

RULE 10. **Independent Elements** should be set off by commas.

UNDER THE ABOVE HEAD ARE INCLUDED:

1. The nominative case independent; as, I believe, *Mr. Secretary*, an error has been made. *James*, go at once.

2. The nominative case absolute; as, *He being deaf*, we talked without fear of being heard.

3. Independent adverbs; as, *Why*, how well you look!

4. Unemphatic Interjections; as, *Oh*, how kind you are!

RULE 11. **Dependent** and **Conditional Clauses** are usually set off by commas.

EXAMPLES

I will go early in the morning, *if I can secure a horse.*

I will not go, *unless he returns this by evening.*

Educate a man, and you increase his usefulness.

NOTE 1. In the preceding sentence the condition is implied; the meaning being, "*If you* educate a man," etc.

NOTE 2. A clause is dependent when it requires another to complete its meaning. A dependent clause usually begins with if, unless, where, when, until, in order, etc.

NOTE 3. If the sentence is short, and the connection close, no comma should be used; as, He will come as he went. You may return when you can.

RULE 12. **Transposed Phrases** or **Clauses** placed at the beginning of a sentence, should usually be set off by a comma.

EXAMPLES

At the end of a few hours, they reached the cabin.

Hunted by every one, there seemed little chance of escape.

To tell the truth, his record was never brilliant.

To be plain, I cannot say I like it.

"*Who would be free*, themselves must strike the blow."

NOTE. In making out catalogues, and lists of names, the last name is generally written first, and a comma placed after it; as,

Brooks, James A.
Luce, Messrs. E. & J.
Hood, Dr. O. B.
Case, Geo. M., Jr.

RULE 13. **A Short Quotation,** or a sentence resembling a quotation, should be introduced by a comma.

EXAMPLES

He said, "I will be there."

Resolved, "That we tender our thanks."

I say, "You ought not to go."

He began his speech by saying, "It is a pleasure to be with you again."

RULE 14. **The Comma should be used to prevent ambiguity,** and to make prominent emphatic or contrasted parts.

EXAMPLES

He is liberal, not lavish. (Contrasted parts.)
The convict walked, and slept upon his bed.

"Every lady in the land
Has twenty nails upon each hand,
Five and twenty upon hands and feet;
This is true without deceit."

NOTE EFFECT OF PUNCTUATION

"Every lady in the land
Has twenty nails; upon each hand,
Five; and twenty upon hands and feet:
This is true without deceit."

THE SEMICOLON

The Semicolon is used to mark the division of a sentence next longer than that indicated by the comma.

RULE 1. **Subdivided Members.** A semicolon is generally used between members that are subdivided by commas, unless the connection is very close.

EXAMPLES

The model, though in a crude state, was exhibited a year ago; and now, for the first time, a perfect cast has been secured.

Garfield, like Lincoln, was born of humble parents; and, like Lincoln, was killed by an assassin's bullet while holding the highest office in the gift of the nation.

RULE 2. **Clauses and Expressions in a Series,** having a common dependence upon another clause, are separated from each other by semicolons, and from the clause upon which they depend, by a comma.

EXAMPLES

He said, that you agreed to furnish fifty tons of coal; that you were to deliver in five-ton lots; and that you accepted his offer of four dollars, net.

They claim, that the instrument is superior to all others; that it is simpler in construction; that its action is easier and quicker; and that its tone is fuller and richer.

NOTE. If the clause upon which the others depend, comes at the end of the sentence, it is usually separated from them by a comma, followed by a dash. Thus: "To give preference to honor above gain, when they stand in competition; to despise every advantage which cannot be attained without dishonest acts; to brook no meanness; and to stoop to no dissimulations,—are the indications of a great mind.

RULE 3. **A General Term in Apposition** is usually separated from the particulars under it by a semicolon, and the particulars, from each other by commas; as,

He selected three books; Pilgrim's Progress, David Copperfield, and Recreations in Astronomy.

NOTE. If the particulars contain commas within themselves, they should be separated from each other by semicolons, and from the general term by a colon; as,

He selected three books: Pilgrim's Progress, by Bunyan; David Copperfield, by Dickens; and Recreations in Astronomy, by Warren.

RULE 4. **Short Sentences,** without grammatical dependence, yet connected in meaning, are usually separated from each other by semicolons.

EXAMPLES

The winter is gone; the summer is here with its sunshine and flowers.

I know the morning; I am acquainted with it and love it, fresh and sweet as it is; a daily new creation, breaking forth and calling all that have life and breath and being to new adorations, new enjoyments, and new gratitude.—Daniel Webster.

NOTE. When the sentences are short, and the connection very close, a comma is generally used; as, The sun is shining, trees are budding, birds are singing; all the earth seems glad.

RULE 5. **An Additional Clause.** When a clause stating a reason, explanation, or enumeration is added to a preceding sentence, it should be preceded by a semicolon, if introduced by a connecting word, but by a colon if not.

EXAMPLES

You should gather all you can; for it will be needed.

You should gather all you can: it will be needed.

NOTE 1. A comma is sometimes used when the sentences are very short and the connection close; as, "Be just, and fear not." "Think much, fear little."

NOTE 2. *As*, *namely*, *thus*, and *that is*, when used to connect an example with a rule, should be preceded by a semicolon, and followed by a comma; as, There are two divisions of Grammar; *namely*, Etymology and Syntax.

THE COLON

The Colon is used to mark a division next greater than that indicated by the semicolon, and next below that of the period.

Two rules have already been given for the use of the colon, see RULE 5, also NOTE, RULE 3, under "Semicolons."

RULE 1. **Greater Divisions.** The Colon is generally used between the divisions of a sentence that are subdivided by semicolons.

EXAMPLE

"The three great enemies to tranquility are vice, superstition and idleness: vice, which poisons and disturbs the mind with bad passions; superstition, which fills it with imaginary terrors; idleness, which loads it with tediousness and disgust."

RULE 2. **Direct Quotations,** if long, or formally introduced, should be preceded by a colon.

NOTE 1. "If, in reading, the introduction takes the falling inflection on the last word, it is formal; if it takes the rising inflection it is informal, and requires a comma."—Westlake.

EXAMPLES

He rose and said: "I did not come here this evening with the intention of speaking."

Thomas Jefferson, in speaking of indolence, said: "Of all the cankers of human happiness, none corrodes with so silent, yet so baneful an influence as indolence.

EXAMPLE

When the meeting was called to order, the president rose and said:

"Gentlemen, it is with great pleasure that I introduce," etc.

RULE 3. **Yes and No.** These words should be followed by a colon when equivalent to an answer that is afterwards expressed in full.

EXAMPLES

Will he go now? No: he cannot go now.

Are you nearly ready? Yes, kind friend: I will soon be ready.

NOTE. In such cases as, "Yes, sir," "No, my lords," etc., the colon should come after the last word; thus, Yes, sir: I will go with you. No, my lords: I cannot agree to your proposition.

RULE 4. **The Expressions,** *as follows, to proceed, to conclude,* etc., when used to introduce an enumeration or example, or when placed at the beginning of a paragraph and referring to the whole of it, should be separated from what follows by a colon; as, To conclude: your education, in its truest, noblest sense, can never be completed.

NOTE. *Viz.* should always be preceded by a comma and followed by a colon; as, "There are three cardinal virtues, viz.: faith, hope, and charity.

RULE 5. **A Formal Salutation** in a letter; as, Dear Sir, Gentlemen, etc., should be followed by a colon, when the body of the letter begins on a line below.

EXAMPLES

Dear Madam : We enclose check for balance, etc.

Gentlemen : Your favor is before us.

NOTE. When the body of the letter follows immediately after the salutation, on the *same line*, the colon and dash are both used.

EXAMPLES

My dear Sir :—Your favor of the, etc.

Dear Sir :—We will accept your proposition, etc.

THE PERIOD

RULE 1. Place a period at the end of every declarative and imperative sentence.

EXAMPLES

James went west to Colorado. Go at once.

RULE 2. Place a period after every abbreviation.

EXAMPLES

M. D., for Doctor of Medicine ; M. C. for Member of Congress ; Feb. for February ; Esq. for Esquire, etc.

NOTE. When figures are used to number sections, etc., a period should be placed after the figure ; as "Three things are needed : 1. Food. 2. Clothing. 3. Medicine.

A period should also be placed after letters when used as numbers ; as, Chapter XX., Verse V.

INTERROGATION POINT

RULE 1. Place an interrogation mark after every question admitting an answer.

EXAMPLES

When did you go? I ask, what is to be done?

NOTE 1. An interrogation point does not always mark the end of a sentence; as,

The question, How shall we go? must be decided.

NOTE 2. When several questions have a common dependence on some preceding word or clause, an interrogation point should be placed after each question; as, When did he go? for what purpose? with whom?

If, however, the word or phrase on which the series depend comes last, but one interrogation point is used, and that at the end; as, When, for what purpose, with whom did he go?

NOTE 3. An interrogation mark is sometimes used, even though the words are not put in the form of a question; as, You will call soon?

THE EXCLAMATION

The exclamation point should be used after every expression or sentence denoting *strong emotion.* What bravery! Save me!

NOTE 1. An interjection is generally followed by an exclamation point. Unemphatic interjections either have no point after them, or else are followed by a comma. *O* seldom takes any point immediately after it.

EXAMPLES

Alas! I am no longer rich.

Oh! it hurts.

Oh, yes: we will go.

O my country!

NOTE 2. Where the interjection forms part of the clause or expression, the exclamation point should be placed at the end of the clause or expression ; as, O vain man ! Oh that I could make him happy !

THE DASH

This point is greatly misused by many, especially by young writers, and considerable care should be exercised in its use. Do not employ the dash where another point could be substituted for it without changing the meaning.

RULE 1. **Abrupt Changes** in construction or sentiment should be marked by a dash.

EXAMPLES

Could it have been James—but no, I do not believe he would go.

He was great—in his own estimation.

RULE 2. Use the dash to denote a summing up of particulars ; as, You will be supplied with paper, pens, ink and pencils,—everything needed.

He has lost home, friends, wealth,—everything.

RULE 3. **Parenthetical Expressions,** less closely connected with the rest of the sentence than would be indicated by commas, should be inclosed in dashes ; as,—

I saw—probably owing to the reflected light—the figure of a man.

"Religion—who can doubt it?—is the noblest theme for the exercise of the intellect."

RULE 4. The dash is sometimes used at the end of an extract, before the name of the author or work; as,

The rose is the finest when 'tis budding new.—*Scott.*

MARKS OF PARENTHESIS

RULE 1. The curves are used to inclose words or figures inserted in a sentence by way of comment, but having little or no connection with the sentence; as,

This error (if error it were) caused the loss of twenty lives, and the destruction of much valuable property.

Please send us (if you have in stock) three dozen "Ideal" Copy Holders.

NOTE. When a point would be required between the parts of a sentence, in case no parenthesis were there, then said point should *follow the last* curve, unless there is a point *within the curves*, in which case it should *precede the first curve;* as,

While the self-respecting man seeks the good-will of others (and there is no reason why he should not), he will not stoop to dishonorable means to obtain it.

While the self-respecting man seeks the good-will of others, (and why should he not?) he will not stoop to dishonorable means to obtain it.

QUOTATION MARKS

RULE 1. All quoted or borrowed expressions should be enclosed in quotation marks; as, The Bible says, "Thou shalt not steal." John said, "I will surely be there."

NOTE 1. A writer may quote words previously used by himself ; as, I can only repeat what I wrote you before, "I cannot accept."

NOTE 2. Sometimes a quotation is changed somewhat ; that is, the exact words are not given. In such cases the change of wording should be indicated by using only one of the quotation marks at beginning, and one at end of quotation. When the remarks of others are stated in our own language no quotation marks should be used.

NOTE 3. When a quotation is inclosed within another quotation, the inclosed one should have only single marks ; as,

I have seen it stated, "The command 'Thou shalt not kill,' forbids many crimes besides that of murder."

When the internal quotation comes at the end, three apostrophes are used ; as,

Some one has said, "What an argument for prayer is contained in the words, 'Our Father which art in heaven!'"

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